

BASA PILIPINAS TEACHER'S GUIDE GRADE 2 MOTHER TONGUE (ILOKANO) QUARTER I

MARCH 2015

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MTB-MLE – Grade 2 Quarter I**Teacher's Guide - Ilokano****Second Edition, 2015**

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WEEK

I

TEACHER'S GUIDE

GRADE 2 MOTHER TONGUE ILOKANO

**THEME: *PANGLUKAT A LAWAS KEN DAGITI KANAYON A MAARAMID*
(OPENING WEEK AND ROUTINES)**

READ ALOUD STORY: “*TI PAGADALANMI*” (“OUR SCHOOL”)

**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 2
ILOKANO
QUARTER I, WEEK 1 (50 MINUTES PER DAY)**

Theme: *Panglukat a Lawas ken Dagiti Kanayon a Maaramid* (Opening Week and Routines)
Read Aloud Story: “*Ti Pagadalanmi*” (“Our School”)

Day	Domain	Objectives	Subject Matter
Daily	OL	<ul style="list-style-type: none"> Understand and perform classroom routines Talk about personal experiences or stories with ease and confidence 	<ul style="list-style-type: none"> Classroom Rules and Routines (Day 1) Sharing news and information (Everyday)
	SS	<ul style="list-style-type: none"> Fill out a Pupil Form 	<ul style="list-style-type: none"> Pupil Form (Days 2 and 3)
I	OL	<ul style="list-style-type: none"> Participate actively during story reading by making comments and asking questions using complete sentences 	<ul style="list-style-type: none"> Read Aloud Story: “<i>Ti Pagadalanmi</i>” (“Our School”) Noting details of the story
	LC	<ul style="list-style-type: none"> Note important details in grade level narrative texts – character, setting, plot (problem and resolution) 	

DOMAINS: **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading
BPK – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness
HW – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
<p>I. Routine</p> <p>a. Classroom Rules and Routines</p> <ul style="list-style-type: none"> Teacher introduces classroom rules and routines. For the next days, he or she will reiterate these rules. <p>b. Filling out a Form</p> <ul style="list-style-type: none"> Teacher shows a sample Pupil Form (on the board/manila paper) and explains to pupils how to fill it out. He or she asks for volunteers to fill out this for Days 2 and 3. <p>2. Sharing News or Information</p> <ul style="list-style-type: none"> Teacher introduces the new routine of "sharing news" at the beginning of the class 	<p>I. Routine</p> <ul style="list-style-type: none"> Pupils observe classroom rules and routines Volunteer pupils answer samples of a form and filling up a form <p>2. Sharing News or Information</p> <ul style="list-style-type: none"> Selected pupils talk about what they did during the summer vacation
<p>I. Routines (same as above under daily activities)</p> <p>2. Reading of Read Aloud Story: "Ti Pagadalanmi" ("Our School")</p> <ul style="list-style-type: none"> Teacher conducts the Read Aloud Story (RA) following the reading plan <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Teacher conducts activities for unlocking vocabulary, activating prior knowledge, and setting motive question/s <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Teacher asks 3-5 questions for pupils to answer during reading, with 1-2 prediction questions 	<p>I. Routines (same as above under daily activities)</p> <p>2. Reading of Read Aloud Story</p> <ul style="list-style-type: none"> Pupils answer questions related to unlocking of vocabulary and activating prior knowledge Pupils answer questions during reading in complete sentences Pupils answer motive question/s in complete sentences Pupils identify characters, setting, and plot <p>3. Concluding the Session</p> <ul style="list-style-type: none"> Pupils continue their work at home
<p>PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development</p>	

Day	Domain	Objectives	Subject Matter
I			
2	V	<ul style="list-style-type: none">Use words unlocked during the story reading in meaningful contexts	<ul style="list-style-type: none">Retelling of Read Aloud Story: “<i>Ti Pagadalanmi</i>” (“Our School”)Group Work: Expressing one’s thoughts/ideas about the story
	OL ATR	<ul style="list-style-type: none">Sharing reactions to the story	
	LC OL	<ul style="list-style-type: none">Listen to rereading of Read Aloud StoryAnswer comprehension questionsDiscuss story with Teacher and peers	
	SS	<ul style="list-style-type: none">Follow instructions given byTeacher in groups	

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Teacher's Activities	Learner's Activities
<p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Teacher goes back to motive question/s and lets pupils answer it Teacher conducts <i>after reading activities</i> that target on: identifying characters, setting and plot; and giving a reaction to the story. A story map is given to re-create the plot. <p>3. Concluding the Session</p> <ul style="list-style-type: none"> Teacher concludes class by telling them that they can continue working at home and they will use outputs tomorrow 	
<p>1. Routines (same as above under daily activities)</p> <p>2. Rereading of Read Aloud Story</p> <ul style="list-style-type: none"> Teacher rereads the Read Aloud Story Teacher conducts a game to test listening comprehension of pupils (relating to characters, setting, and plot) <p>3. Sharing of outputs from Day I</p> <ul style="list-style-type: none"> Teacher asks pupils to share their works from Day I, specifically the part on their reactions to the story <p>4. Story Discussion and Group Work</p> <ul style="list-style-type: none"> Teacher leads discussion of story by giving 5 questions (inferential, analytical, and application questions) Teacher let pupils answer in groups and have one leader or reporter to give answer to the class <p>5. Concluding the Session</p> <ul style="list-style-type: none"> Teacher thanks students for the discussion and tells pupils that tomorrow they will read a new story 	<p>1. Routines (same as above under daily activities)</p> <p>2. Rereading of Read Aloud Story</p> <ul style="list-style-type: none"> Pupils listen to rereading of the story <p>3. Sharing of Output from Day I</p> <ul style="list-style-type: none"> Pupils share in groups or in pair reactions to the story <p>4. Story Discussion and Group Work</p> <ul style="list-style-type: none"> Pupils answer questions in groups Pupils participate and cooperate in group work <p>5. Concluding the Session</p> <ul style="list-style-type: none"> Pupils prepare for the next class/dismissal
<p>PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development</p>	

Day	Domain	Objectives	Subject Matter
3	F	<ul style="list-style-type: none">Read grade level text with appropriate speed, intonation, expression, and punctuation cues	<ul style="list-style-type: none">Guided Reading of text: “<i>Kayat ni Tarsier ti Rumidep</i>” (“Tarsier Wants to Snooze”)Reading Comprehension activities
	RC	<ul style="list-style-type: none">Note important details in grade level narrative texts – character, setting, plot (problem and resolution)	
	PWR	<ul style="list-style-type: none">Read a large number of regularly spelled multi-syllabic words	

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Teacher's Activities	Learner's Activities
<p>1. Routines (same as above under daily activities)</p> <p>2. Game (optional)</p> <ul style="list-style-type: none"> Teacher facilitates a game related to the guided reading text – Examples: Name that animal; Name that action from the animals or verbs in the story <p>3. Guided Reading of Text</p> <ul style="list-style-type: none"> Teacher conducts guided reading activity of “<i>Kayat ni Tarsier ti Rumidep</i>” (“Tarsier Wants to Snooze”) <p><i>Pre-Reading Activities</i></p> <p>a. Word Work</p> <ul style="list-style-type: none"> Teacher introduces high frequency words <p>b. Setting the Purpose</p> <ul style="list-style-type: none"> Teacher gives a short background of the story <p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Teacher facilitates reading by groups <p>Returning to the Text</p> <ul style="list-style-type: none"> Teacher goes back and emphasizes the words that pupils struggle reading, if any Teacher introduces strategies to decode <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Teacher gives 1-2 activities for reading comprehension focusing on noting details for characters, setting, and plot. Activities are done in pairs. <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher tells pupils that they will talk about naming words tomorrow 	<p>1. Routines (same as above under daily activities)</p> <p>2. Game (optional)</p> <ul style="list-style-type: none"> Pupils participate actively in the games <p>3. Guided Reading of Text</p> <ul style="list-style-type: none"> Pupils participate actively in guided reading activities Pupils read the text in groups and as a class Pupils participate are able to identify the characters, setting, and plot <p>4. Concluding the Session</p>
<p>PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development</p>	

Day	Domain	Objectives	Subject Matter
4	HW	• Fill out of pupil form	<ul style="list-style-type: none"> • Guided Reading of text: “<i>Kayat ni Tarsier ti Rumidep</i>” (“Tarsier Wants to Snooze”) • Filling out forms • Naming words • Spelling
	SS		
	S	• Correctly spell grade level words	
	G	• Identify and use naming words in a sentence	

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Teacher's Activities	Learner's Activities
1. Routines (same as above under daily activities) 2. Sharing Information (same as above under daily activities) 3. Vocabulary Review <ul style="list-style-type: none"> Teacher asks pupils to review vocabulary through a spelling drill 4. Pupil Forms <ul style="list-style-type: none"> Teacher gives a mini-lesson (5 minutes) about forms and why they are important and when we will encounter filling up forms Teacher instructs pupils to accomplish an individual Pupil Form 5. Rereading of Story and Naming Words <ul style="list-style-type: none"> Teacher facilitates group reading of parts of the story Teacher facilitates review of nouns and making sentences Teacher discusses more on naming words/nouns 6. Class Sharing and Discussion <ul style="list-style-type: none"> Teacher facilitates sharing of groups to the whole class 7. Concluding the Session <ul style="list-style-type: none"> Teacher gives homework on naming words/nouns 	1. Routines (same as above under daily activities) 2. Sharing Information (same as above under daily activities) 3. Game (optional) <ul style="list-style-type: none"> Pupils participate actively in the activity 4. Pupil Forms <ul style="list-style-type: none"> Pupils fill out forms 5. Rereading of Story and Naming Words <ul style="list-style-type: none"> Pupils read parts of the story by groups Pupils identify nouns and use them in sentences 6. Class Sharing and Discussion <ul style="list-style-type: none"> Pupils reread the story Selected pupils share to the calls their groups' output 7. Concluding the Session <ul style="list-style-type: none"> Pupils do their homework at home

PA – Phonological Awareness **PWR** – Phonics and Word Recognition

RC – Reading Comprehension **S** – Spelling **SS** – Study Skills **V** – Vocabulary Development

Day	Domain	Objectives	Subject Matter
5	S	• Spell grade level words	• Guided Reading of text: “ <i>Kayat ni Tarsier ti Rumidep</i> ” (“Tarsier Wants to Snooze”) • Spelling drill • Story Retelling • Creating a book • Naming Words
	RC	• Retell the story	
	C	• Create a group book from the Guided Reading text	
	LC	• Participate actively during story reading by making comments and asking questions	

DOMAINS: AK – Alphabet Knowledge ATR – Attitude Towards Reading
BPK – Book Print Knowledge C – Composition F – Fluency G – Grammar Awareness
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Teacher's Activities	Learner's Activities
<p>1. Routines (same as above under daily activities)</p> <p>2. Grammar Review</p> <ul style="list-style-type: none"> Teacher leads a game for naming words: (a) List the words from homework in alphabetical order; or (b) Pictionary – Draw the word from homework and classmates guess <p>3. Retelling the Story</p> <ul style="list-style-type: none"> Teacher facilitates retelling the story through a group activity <p>4. Group Presentation and Feedback</p> <ul style="list-style-type: none"> Teacher asks pupils to present their work in class and to give feedback on the other groups' outputs <p>5. Creating Group Book</p> <ul style="list-style-type: none"> Teacher provides format on the board for illustration and text for page <div style="border: 1px solid black; width: 200px; height: 100px; margin: 10px auto; text-align: center; line-height: 100px;"> illustrations here </div> <p style="text-align: center; margin: 10px auto;">_____ text here _____</p> <ul style="list-style-type: none"> Teacher facilitates group presentations Teacher facilitates structure for giving feedback <p>6. Concluding the Session</p> <ul style="list-style-type: none"> Teacher congratulates groups for a good job. He or she tells class that their books will be displayed by next week and they can have a chance next week to browse the books displayed on the wall. 	<p>1. Routines (same as above under daily activities)</p> <p>2. Grammar Review</p> <ul style="list-style-type: none"> Pupils participate actively in the games <p>3. Retelling the Story</p> <ul style="list-style-type: none"> Pupils are able to retell the story Pupils participate in group activity <p>4. Group Presentation and Feedback</p> <ul style="list-style-type: none"> Pupils present their work in class and give feedback on their classmates' work <p>5. Creating Group Book</p> <ul style="list-style-type: none"> Pupils work in groups to create a group book Pupils use the sentence frames to create a group book from cut out pieces of manila paper or cartolina Selected pupils share their group works to the class Pupils give feedback on group presentations done <p>6. Concluding the Session</p>
PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development	

ALDAW

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MATERIALS

1. Copy of Read Aloud Story: “Ti Pagadalanmi” (MTB-MLE TG)
2. Classroom Rules Poster
3. Vocabulary word written on flashcards
4. Story Map Sample

ROUTINE

a. Classroom Rules

- Teacher gives classrooms rules and makes introduction for the first day of the school year.

b. News Sharing

- Teacher introduces the theme for the week’s “sharing news” at the beginning of the class. Talk about what they did during summer vacation.
- Two or 3 pupils get a chance to share each day.
- To make the activity fun, the teacher can have a box or fish bowl with all the names of the pupils and he or she or the pupil who presented gets to pick the name for the next day.

“Sharing News Guide for the Week”

1. My name is
2. My favorite story/book that I have read was.....
3. The author of the book is....
4. I like it because.....

- Teacher shows a sample pupil form (on the board/manila paper) and explains to pupils how to fill it out. He or she asks for volunteers to fill out this for Days 2 and 3.

2

READ ALOUD STORY:
TI PAGADALANMI (OUR SCHOOL)

PRE-READING ACTIVITIES

- Teacher conducts activities for unlocking vocabulary, activating prior knowledge, and setting motive question/s.

a. Unlocking Some Words Using Pictures



Teacher says: *Ita nga aldaw, sakbay a basaentayo ti istoria, kayatko a pagsasaritaantayo dagiti sumagmamano a balikas nga intay makita iti istoria.* (Before we read our story today, let’s talk about some words that you will come across in the story.)

- The teacher shows the pictures. He or she asks questions so pupils can talk about the pictures.
 - Picture1: Look at the picture (teacher shows students the picture of a rake). *karaykay*
 - Picture 2: *gabion* (grub hoe)

- Picture 3: *nakasab-it* (hanging)
- Picture 4: *pagnatengan* (vegetable garden)

NOTES

b. Motivation

Teacher says: *Nakakitakayo kadin iti pagnatengan?*
(Have you seen a real vegetable garden before?)

c. Motive Question

Teacher says: *Bayat ti panangbasak iti istoria, padasenyo nga ammuen no kasano a nagkaykaysa amin dagiti karakter tapno maipatungpalda ti planoda?* (As I read the story, try to find out: How did the characters in the story united in achieving their goals/plans?)

d. Getting to Know the Story

Teacher says: *Kitaentayo ti istoria a basaentayo.*
(Let us look at the story that I will read.)

- Teacher shows the cover.

Teacher says: *Asino ti makaibaga iti paulo daytoy nga istoria?*
(Who can tell me the title of the story?)

Husto! Ti paulona daytoy nga istoria ket: “Ti Pagadalanmi.”
(That’s right, the title of this story is: “Our School”.)

Manipud iti paulo daytoy nga istoria, ania ngata ti mapasamak iti istoria?
(From the title of the story, what do you think will happen in this story?)

Daytoy nga istoria ket sinurat ni Vilma F. Alcayaga. Isuna ti autor
(This story was written by Vilma F. Alcayaga. She is the author.)

Nakasaganakayo kadin a dumngeg? (Are you ready to listen?)

DURING READING ACTIVITIES

- Teacher reads the story. He or she pauses at certain points.
- As the teacher reads the story, he or she guides or directs the pupils to follow from paragraph to paragraph.

Ti Pagadalanmi **Vilma F. Alcayaga**

Nasapa a nagriing da Mario ken Alma. Magagaranda a mapan agbasa. Idi nakasukatda, nagpakadada kada tatang ken nanangda. Naragsakda nga agpatpatang kabayatan ti pannagnada nga agturong iti pagadalan.

Malagipda ngamin ti imbaga ti maestrada nga adda pasalip iti pagnatengan iti amin a pagadalan iti distritoda. Nagtitinulongan ngarud dagiti mangisursuro, nagannak ken ubbing a papintasenda ti pagnatenganda iti pagadalan.

NOTES

Idi nalpas ti klaseda iti malem,imbaga ni Mrs. Tolentino a mapanda amin iti pagnatengan iti likud ti pagadalan. Dagiti babbai ket nangala ti karaykay a pagdalu iti pagmulaan.

Nangitugot met dagiti lallaki iti gabion a pagkalida. Kabayatan ti panagmulmula, immasideg ni Mr. Alcayaga a prinsipalda ket imbagana a masapul ti kinagaget, kinasalukag ken panagtittinnulong tapno agbalin a naprogreso ti pagadalanda.

Gapu iti nasao ti prinsipalda, lalo nga inggaed dagiti ubbing ti trabahoda tapno mapapintas ti pagnatenganda.

- Teacher directs pupils to read paragraph 1.



Teacher says: *Ubbing, asino ti napan iti pagadalan iti dayta a bigat?*
(Children, who went to school that morning?)

Before reading paragraph 2



Teacher says: *Ubbing, ania ngata ti rason no apay a naragsak da Mario ken Alma kabayatan ti pannagnada a mapan iti pagadalan?*
(Children, what do you think are the reasons why Mario and Alma were so happy while walking to school?)

After reading paragraph 4



Teacher says: *Ubbing, no dakayo ni Mr. Alcayaga, ti prinsipal, kasanoyo met nga ipakita ti suportayo? Ilista dagiti mabalinyo nga aramiden tapno magun-odyo ti progreso.*
(Children, if you were Mr. Alcayaga, the principal, how will you show your support? List/enumerate the things you can do to achieve success/progress.)

NOTE TO TEACHER

For discussion, the teacher can ask the following questions:

1. Why are the children eager to go to school?
2. What does the principal tell the teachers and the pupils?
3. Where else are involved in the project besides the pupils and the teachers?
4. Are the parents willing to support the project?
5. As pupils, what can you do in support of the project?

AFTER READING ACTIVITIES

- Teacher goes back to the motive questions asked and let the pupils answer.



Teacher says: *Sakbay nga intay binasa ti istoria, adda dagiti sumagmamano a saludsod a dinamagko. Ket ita, sungbatantayo dagitoy.*
(Before we read the story, I have asked you several questions. Now, let us try to answer these questions then.)

Kasano nagkaykaysa amin dagiti karakter tapno maipatungpalda ti planoda? (As I read the story, try to find out: How did the characters in the story unified in achieving their goals/plans?)

3

STORY CHART

Using the “Story Chart” prepared earlier by the teacher, teacher asks his/her pupils questions some of the basic elements of the story like:

- Sadino ti nakapasamakan daytoy nga istoria?*
(Where did the story happen?)
- Asino dagiti karakter iti istoria?*
(Who are the characters in the story)
- Asino ti makaibaga kadagiti pasamak iti istoriatayo?*
(Who can tell me the sequence/details of the story?)

Sample:

STORY MAP	
Title: _____	
Author: _____	
Setting: _____	Characters: _____
Plot / Sequence of Events:	
1. _____	What happens first? (Beginning)
2. _____	What happens next? (Middle)
3. _____	What happens last? (Ending)

NOTES

4

CONCLUDING THE SESSION

Teacher says: *Ubbing, mayat ti nairugiyo nga obra. Mabalinyo met nga ituloy nga aramiden idiay balayyo. Agsaganakayo a mangipresentar inton bigat.* (Children, you're doing a great job. You can continue working at home and be ready for tomorrow's presentation.)



I

ROUTINE

a. News Sharing

- Teacher introduces the theme for the week's "sharing news" at the beginning of the class, "Talk about what they did during summer vacation."
- Two or 3 pupils get a chance to share each day.
- To make the activity fun, the teacher can have a box or fish bowl with all the names of the pupils and he or she or the pupil who presented gets to pick the name for the next day.

ALDAW

2

NOTES



MATERIALS

1. Copy of Read Aloud Story: “*Ti Pagadalanmi*” (MTB-MLE TG)
2. Written Questions on metacards

NOTE TO TEACHER

In rereading a read aloud story, it is actually a shared reading that is done which is primary objective is comprehension and fluency.

Hence, the following may be done for this activity.

- Reading with the teacher
- Reading by groups
- Paired reading
- Individual reading

I

REREADING OF READ ALOUD STORY



Teacher says: We’re going to reread the story “*Ti Pagadalanmi*” which we have just read yesterday.

- Teacher prepares/writes letters A, B, C, and D in a bond paper or metacards. He or she will ask 4 volunteers to stand in front and hold these big letters for every pupil to see.
- Then the teacher conducts an “elimination round game” to test listening comprehension of pupils (relating to characters, setting, and plot (sequence) of the story)
- Teacher divides the class into 5 groups.
 - Each group selects at least 2 representatives.
 - Once the teacher asks the question and says the choices, pupils will run to their choice. Anyone who went to the wrong answer will be eliminated. This process continues till all the questions are answered.
 - Whoever is left, then he or she is the winner.

	A	B	C	D
What is the title of the story?	<i>idiay eskuela</i> (at school)	<i>ti palengke</i> (at the market)	<i>Idiay baybay</i> (at sea)	<i>Ti pagadalanmi</i> (at school)
What is the story about?	<i>progreso</i> (progress)	<i>pasalip</i> (contest)	<i>pagnatengan iti pagadalan</i> (school garden)	<i>Mr. Alcayaga</i>
Who are the first two characters in the story	<i>Mrs. Tolentino</i> ken <i>Mr. Alcayag</i>	<i>Alma</i> ken <i>Mario</i>	<i>nagannak</i> ken <i>principal</i> (parents and principal)	<i>lallaki</i> ken <i>babbai</i> (men and women)
Where did the story happen?	<i>idiay pagadalan</i> (at School)	<i>idiay baybay</i> (at Sea)	<i>idiay bakir</i> (at the forest)	<i>idiay talon</i> (at the farm)
Who is the principal?	<i>Mr. Flores</i>	<i>Mr. Alcayaga</i>	<i>Mrs. Tolentino</i>	<i>Mrs. Alcayaga</i>

NOTES

	A	B	C	D
What did the girls bring?	<i>karaykay</i> (rake)	<i>gabion</i> (grub hoe)	<i>nateng</i> (vegetable)	<i>makan</i> (food)
What did the boys bring?	<i>nateng</i> (vegetable)	<i>makan</i> (food)	<i>gabion</i> (grub hoe)	<i>merienda</i> (snacks)

3

SHARING OF OUTPUTS

Teacher says: *Ipakitayo iti kaduayo ti inobrayo idi kalman.*

Mabalin nga ibagayo pay ti kapadasanyo a kasla kapadasan dagiti karakter iti istoria. Usaren ti 'sentence prompt' nga itedko.

(From yesterday's activity, share to your partner your output.

You can also include your connection to any of the characters or any part of the story. Is there any character or part of the story where you can relate/give connection to? Use the sentence prompt that I will give you.)



Sharing Activity Guide:

- *Sadino ti nakapasamakan ti istoria?*
(Where did the story happen?)
- *Asino dagiti nangnangruna a karakter iti istoria?*
(Who are the characters in the story?)
- *Asino ti mangibaga kadagiti pasamak iti istoriatayo?*
(Who can tell me the sequence/details of the story?)
- *Daytoy ti "sentence prompt" nga usarenyo no ibagayo ti kapanunotanyo.*
(A sentence prompt to express your connection to characters/ parts in the story)

"A connection I have is....."

"Kasla napadasko ti napasamak kenni"

- Teacher asks 3-4 representatives to present in class.

4

STORY DISCUSSION AND GROUP WORK

Teacher says: *Maibasar kadagiti presentasionyo, naawatanyo a nasayaat ti istoria. Ita, igrupokayo iti lima a grupo. Tunggal grupo ket adda sungbatanna a saludsod. Agtitinnulongkayo a mangsungbat kadagiti saludsod. Mangpilikayo iti lider wenno reporteryo.*

(From your presentations, it shows that you understand the story. I'll divide the class into 5 groups and each group has a question to answer. Work within your groups. Think and share ideas that can help in the formulation of your answers. Choose a leader/ reporter to answer in class.)



NOTES

- Teacher posts on the blackboard sets of questions assigned for each group.

Group 1	<i>Ania dagiti leksion a naadal da Mario ken Alma?</i> (What lesson did Mario and Alma learn?)
Group 2	<i>Ania ti problema wenno parikut nga adda iti unan ti istoria?</i> (What is the problem at the beginning of the story?)
Group 3	<i>Adda kadi pagpadaanyo kada Alma ken Mario?</i> (How are you similar to the characters: Alma and Mario?)
Group 4	<i>Apay ngata nga insurat ti autor ti istoria?</i> (Why did the author write this story?)
Group 5	<i>Ania ngata ti mapasamak no agtinnulongtayo amin a mangtaripato iti gardentayo?</i> (Predict what would happen if teachers, parents and pupils help one another in maintaining the school garden?)

5

CONCLUDING THE SESSION



Teacher says: *Inton bigat, addanto manen istoria a basaentayo.*
(Tomorrow, there's a new story that we are going to read.)

- Teacher cheers on the pupils for doing a good job during discussion.

ALDAW

3

I

ROUTINE

a. News Sharing

- Continuation of sharing news at the beginning of the class, "Talk about what they did during summer vacation."
- Two or 3 pupils get a chance to share each day.
- To make the activity fun, the teacher can have a box or fish bowl with all the names of the pupils and he or she or the student who presented gets to pick the name for the next day.

2

GAME



Teacher says: *Makitatayo dagiti adu a klase ti ayup iti arubayantayo. Ket adu pay ti makitatayo nga ayup no mapantayo met iti kabakiran.*

NOTES



MATERIALS

1. Copy of Read Aloud Story: “*Ti Pagadalanmi*” (MTB-MLE TG)
2. Written Questions on metacards
3. Copy of Reading Text: “*Kayat ni Tarsier ti Rumidep*”
4. Pictures of vocabulary words
5. Movie screen sample

Adda ammoyo kadi nga ayup nga agnanaed idiy? Ita nga agsapa, intay maammuan dagiti sumagmamano nga ayup nga agnaed iti kabakiran. Igrupokayo iti lima. Tunggal grupo ket mapanaganaan iti nagan ti ayup. (We see different animals in our neighborhood. And we can even see more animals when we go to a forest. Do you know animals that live there? This morning, we are going to meet some forest animals in our game. I will divide the class into 5 groups and secretly assign an animal to your group. I have instructions for you to follow.)

Instructions:

- a. Give the animal name: think of an action this animal usually does then act it out.
- b. Let the other group guess and tell what animal is that.
- c. Any group who gives the correct answer gets 1 point.

Group Number	Animals	Score
Group 1	<i>insekto</i> (insects)	
Group 2	<i>sunggo</i> (monkey)	
Group 3	<i>atap a pusa</i> (wild cat)	
Group 4	<i>kullaaw</i> (owl)	
Group 5	<i>billit</i> (bird)	

3

GUIDED READING TEXT

Teacher conducts Guided Reading Activity with pupils.

PRE-READING

a. Word Work/Unlocking of Vocabulary

- The teacher shows the pictures 1-9 and says the following.

Picture 1: Teacher shows the picture of the Tarsier.

Teacher says: *Daytoy ti ladawan ti Tarsier. Maysa nga ayup nga agindeg ditoy Filipinas.* (Look at this picture. This is a Tarsier. It is one of the animals that live here in the Philippines.)



Reference: <https://www.google.com.ph/>



NOTES

- Teacher points to the picture and word, Tarsier.
- Teacher follows the same procedure for each of the pictures, pointing to the picture and its written word. Ask students to talk (briefly about the key features of this particular word).

Picture 2: *kabakiran* (forest)

Picture 3: *lanut* (vines)

Picture 4: *sunggo* (monkey)

Picture 5: *insekto* (insect)

Picture 6: *rumidep* (snooze)

b. Setting the scene

- Teacher divides the pupils in groups of 2-3 for the next activity.



Teacher says: *Nakasaganakayo kadi nga agbasa? Ania makitayo iti ladawan? Ti istoria ket maipapan ken ni Tarsier. Isu ket maysa a klase ti ayup a makita iti dadduma a paset ti pagilantayo a Filipinas. Ti paulona daytoy nga istoria ket 'Kayat ni Tarsier ti Rumidep'.* (Are you ready to read? Let's look at the cover first. What do you see? The story is about an animal. It is a kind of animal that we can find in other parts of our country, Philippines. We are going to read this book entitled "Tarsier wants to Snooze.")

c. Motive Question



Teacher says: *Kabayatan a basbasaenyo ti istoria a kadua ti 'July Calendar Partner-yo', ammuon no kasano a nakaridep ni Tarsier?* (As you read the story with your July Calendar Partner, try to find out: How was the tarsier able to snooze?)

DURING READING ACTIVITIES



Teacher says: *Ita ubbing, basaentayo ti istoria babaen ti panagsisinnublattayo a mangbasa.* (We are going to read the story alternately by row/column.)

- 1 *Kayat ni Tarsier ti rumidep.*
- 2 *Nagkaradap isuna idiy bakir.*
- 3 *Naariwawa unay dagiti insekto.*
- 4 *Nagkarayam a kimmalay-at iti lanut.*
- 5 *Naariwawa unay dagiti dadduma a sunggo.*
- 6 *Nagkaradap isuna idiy kampo.*
- 7 *Naariwawa unay dagiti tattao.*
- 8 *"Naariwawa unay ditoy kabakiran. Saanak a makaturog," kinunana ken ni nanangna.*
- 9 *"Bassit a tarsierko, mabalinmo ti maturog iti sadino man ditoy," kinuna ni nanangna.*
- 10 *Immisem ni Tarsier. Nagkidem ket nakaridepen.*

a. Returning to the Text

Teacher says: *Kabayatan a basbasaentayo ti istoria, adda kadi dagiti balikas a saanyo a maawatan wenno narigatyo a mabasa?*
(As we are reading the story, were there any difficult words you cannot read or understand?)

- Teacher guides those who are having difficulties.
- The following strategies may be used to help pupils.
Looking at the words and “sounding them out.”
 - **Predict:** The reader uses what is known about the story to determine what the text might say or mean. The reader can also use illustrations to anticipate the meaning.
 - **Crosscheck:** The reader uses more than one source of information to confirm or discount a prediction in order to construct meaning.
 - **Sample or Search:** The reader scans the various sources of information, such as looking at the picture, looking for sight words, or looking for repeating pattern.
 - **Read into a word:** The reader continues looking at all the letters and hears all the sounds that make up the word, rather than stopping at the first letter and guessing. This is sometimes called the bulldozing through the word.
 - **Skip a word and read on:** The reader skips a word in order to use the rest of the sentence to increase the context. The reader returns to the unknown word and uses the extended context to
 - **Figure it out.**
- Teacher can either model these if they have forgotten or ask some pupils to demonstrate it to help unlock the word/s.

b. Rereading the Text

- Teacher asks the pupils to read the story again as a class.

Teacher says: *Maminsan pay a basaentayo nga aggigiddan ti istoria.*
(Let us read the story again altogether.)

AFTER READING ACTIVITIES

Teacher says: *Ubbing, subliantayo man ti saludsod a dinamagko kadakayo sakbay a binasatayo ti istoria. Kasano a nakaridep ni Tarsier?* (Children, let us go back to the question I asked you before we read the story. How was Tarsier able to snooze?)

- Teacher introduces the “Make a Movie in your Mind” that is to be done by pairs.

NOTES



NOTES



Teacher says: *Adda dagiti sumagmamano a surottenyo iti panagaramid iti pabuya.* (There are several instructions for you to follow in making your movie.)

Instructions:

- *Kabayatan a basbasaenyo ti istoria a kadua ti partneryo:*
(As you read the story with a partner:)
- *Idrawing ti “template” iti papel.* (Draw the template in your paper.)

NOTE:

Pupils can add more movie screen if they have more scenes.

- *Kitaen dagiti karakter, nakapasamakan ken dagiti agsasaruno a pasamak iti istoria.* (Note the setting, characters and sequence of the story)
- *Idrawing wenno iladawan ti pabuya dita panunotoyo.*
(Draw or describe the movie playing in your mind.)



4

CONCLUDING THE SESSION

Teacher says: *Malagipyo kadi ubbing ti leksiontayo iti napalabas maipapan iti Nagan? Inton bigat, adda pay adalentayo maipapan iti Nagan.* (Children, do you remember our previous lesson about naming words? We will be learning more about naming words tomorrow.)

- Teacher cheers pupils for doing a good job on their movie making.

ALDAW

4

I

ROUTINE**News Sharing**

- Continuation of sharing news at the beginning of the class,
“Talk about what they did during summer vacation.”
- Two or 3 pupils get a chance to share each day.
- To make the activity fun, the teacher can have a box or fish bowl with all the names of the pupils and he or she or the pupil who presented gets to pick the name for the next day.

2

VOCABULARY REVIEW

- Teacher gives Spelling Drill which can be conducted through a Spelling Contest.

Instructions:

- Using the same group in Day 3.
- Two or three representatives/pupils to spell the words on the board.
- Whoever gets the most numbers of correct spelling words written on the board wins.

Tarsier	sunggo (monkey)	karaykay (rake)
kabakiran (forest)	insekto (insect)	gabion (grub hoe)
lanut (vines)	agridep (snooze)	nakasab-it (hanging)
pagnatengan (school garden)		

3

PUPIL FORMS

- Teacher gives a mini-lesson (5 minutes) about forms and why they are important and when we will encounter filling up forms.
- Teacher instructs pupils to accomplish an individual pupil form. Teacher discusses every part of the form and models before giving the pupils 10 minutes to accomplish it.

Mini Lesson: Form

Nagan (Name): _____
 Petsa ti Pannakayanak (Date of Birth): _____
 Nagan ti Ina (Mother's Name): _____
 Nagan ti Ama (Father's Name): _____
 Tukad/Grado (Grade Level): _____
 Seksion (Section): _____
 Nagan ti Mannursuro
 (Name of Teacher): _____

4

RE-READING OF STORY AND NAMING WORDS

Teacher says: *Idi napalabas nga aldaw, tunggal grupo ket adda binasana a panid. Ita, keasta manen ti panagbasatayo. Adda dagiti sumagmamano a saludsod nga innak damagen. Isuratyo iti notbuk/kuaderno dagiti sungbat.* (A few days ago, I have assigned each page a group to read the story. With the same group, we will read the story again. While we read the story, I will ask questions. Just write the answers in your notebook.)

NOTES



MATERIALS

- Copy of Read Aloud Story: "Ti Pagadalanmi" (MTB-MLE TG)
- Copy of Reading Text: "Kayat ni Tarsier ti Rumidep"
- Vocabulary words on metacards
- Pupils Form sample

NOTES

NOTE TO TEACHER

Steps in presenting Developmental Lesson for grammar lessons.

- Identification exercise or presentation with comprehension check
- Comparison and generalization
- Guided Practice
- Independent Practice
- Application

Use Communicative Language Teaching (CLT) in teaching grammatical structures like dialogs, speech generating device, and dyads.

- Teacher begins reading the title and first line of the story then asks group 1 to read the next page.

Group 1 reads page 1.



Teacher says: *Ania dagiti nagan a makitatayo iti daytoy a panid? Isuratyo iti notbuk/kuadernoy.* (Group 1, what are the naming words you can find in this page?)

Possible answer: tarsier

Group 2 reads page 2.



Teacher says: *Ania dagiti nagan a makitatayo iti daytoy a panid?* (Group 2, what are the naming words you can find in this page?)

Possible answer/s: *bakir* (forest); *insekto* (bugs)

Group 3 reads page 3.



Teacher says: *Ania dagiti nagan a makitatayo iti daytoy a panid?* (Group 3, what are the naming words you can find in this page?)

Possible answer/s: *lanut* (vines); *sunggo* (monkeys)

Group 4 reads page 4.



Teacher says: *Ania dagiti nagan a makitayo iti daytoy a panid?* (Group 3, what are the naming words you can find in this page?)

Possible answer/s: *kampo* (camp); *tattao* (people)

Group 5 reads page 5.



Teacher says: *Ania dagiti nagan a makitatayo iti daytoy a panid?* (Group 5, what are the naming words you can find in this page?)

Possible answer/s: *kabakiran* (forest); *nanang* (mother)

Group 6 reads page 6.



Teacher says: *Ania dagiti nagan a makitayo iti daytoy a panid?* (Group 6, what are the naming words you can find in this page?)

Possible answer/s: tarsier; *nanang* (mother)

Group 7 reads page 7.



Teacher says: *Ania dagiti nagan a makitayo iti daytoy a panid?* (Group 7, what are the naming words you can find in this page?)

Possible answer/s: tarsier; *mata* (eyes)



Teacher says: *Ita ta nalpastayo a binasa ti istoria ken naisuratyo met dagiti sungbatyo kadagiti saludsod, pilien ti tallo a balikas manipud iti listaanyo. Iti tunggal balikas, agisurat iti maysa a patang iti metacard.* (Now that we have read the story and you have written your answers, choose three words and use each word in a sentence.)

- Teacher reminds pupils of rules in doing group work.

NOTES

5

CLASS SHARING AND DISCUSSION

- Leaders per group share the sentences (one student per sentence).
- Teacher also asks them to display the naming words identified.
- After all groups have presented, teacher points out other nouns in the story that may not have been identified. He or she also gives the meaning of nouns (serves as review of Grade 1 lesson).

6

CONCLUDING THE SESSION

- Teacher gives homework to list on their notebooks 5 naming words that they find in their homes.

I

ROUTINE

News Sharing

- Continuation of sharing news at the beginning of the class, "Talk about what they did during summer vacation."
- Two or 3 pupils get a chance to share each day.
- To make the activity fun, the teacher can have a box or fish bowl with all the names of the pupils and he or she or the pupil who presented gets to pick the name for the next day.

2

GRAMMAR REVIEW

Teacher says: *Idi kalman, inikkankayo ti inyanidyo nga obraenyo. Ita, agay-ayamtayo iti Pictionary. Kaduayo met laeng dagiti dati a kagrupoyo. Adda maysa kadakayo nga umay ditoy sango tapno mangbunot iti maysa a nagan. Aglilinumba ti tunggal grupo a mangpugto wenno mangpatang no ania daytoy a nagan.*

(Yesterday, I gave you homework about naming words. Today, we are going to play Pictionary. We will follow the same grouping we had during days 2 and 3. A representative from each group goes in front and draws one of those naming words on the board you have written. Let the other group guess the answer. Any group who gets the most correct answer wins.)

ALDAW

5



MATERIALS

- Copy of Read Aloud Story: "Ti Pagadalanmi" (MTB-MLE TG)
- Copy of Reading Text: "Kayat ni Tarsier ti Rumidep"
- Group Book Sample

NOTES

3

RETELLING THE STORY

- Teacher divides the class into groups of 6-8. Pupils will retell the story by finishing sentences frames. They can write in a piece of paper or notebook.
- Teacher divides the group into groups of 6-8. Pupils will retell the story by finishing sentences frames. They can write in a piece of paper or notebook.

Example:

*Kayatna ti rumidep ni
 Nagkaradap isuna idia
unay dagiti
a nagkarayam idia
unay dagiti dadduma nga
 Nagkaradap isuna idia
unay dagiti
 “.....unay ditoykinunana ken ni nanangna.
 “....., mabalinmo ti maturog iti sadino man
 ditoy,” kinuna ni nanangna.
 Immisem ni Nagkidem ket*

- Each group must have a leader and someone to give comment.

4

GROUP PRESENTATION AND FEEDBACK



Teacher says: *Kalpasan a nayistoriayo ti istoria, umay ditoy sango ti lideryo tapno ibagana ti sungbat ti grupoyo. Agkomento met dagiti adda iti sabali a grupo.* (Now that you are done retelling the story, your leader will come in front and share your group answers while the other groups give comment or feedback.)

- Group leader shows their answers after 10 minutes.

Group Number	Who will give comments
Group 1	Group 5
Group 2	Group 1
Group 3	Group 2
Group 4	Group 3
Group 5	Group 4

- Teacher first models how this is done. Teacher gives praise, points out errors, says thank you to the group.

NOTES

5

CREATING GROUP BOOK

Teacher says: *Babaen ti sentence frame iti baba, mangaramidkayo iti libroyo. Ikkan kayo iti manila paper ken krayola tapno pagdrowingan ken pagsuratyo. Obraenyo daytoy iti dati a grupoyo.* (Using the sentence frame below, create a group book. I am going to give you pieces of manila paper/cartolina for you to make your illustrations and text as well. This is to be done by group and it is the same grouping we have today.)



Illustrations here

Text here

6

CONCLUDING THE SESSION

Teacher says: *Kablaawankayo iti napintas nga obrayo. Idisplaytayto inton lavasna dagita libro nga inaramidyo tapno makitayo amin ida. Naragsak a panagbakasionyo amin.* (Congratulations for a job well done today. We will display your group books next week so each one of you will have a chance to browse those books displayed on the wall. Have a great weekend everyone!)



WEEK

2

TEACHER'S GUIDE

GRADE 2 MOTHER TONGUE ILOKANO

**THEME: *TI PANAGKASANGAYKO KEN DAGITI GAGAYYEMKO*
(MY BIRTHDAY AND MY FRIENDS)**

**READ ALOUD STORY: “*TI PANAGKASANGAY NI OLIVER*”
(“*OLIVER’S BIRTHDAY*”)**

**GUIDED TEXT FOR READING:
“*TI DUA NGA AGGAYYEM*” (“*THE TWO FRIENDS*”)**

**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 2
ILOKANO
QUARTER 1, WEEK 2 (50 MINUTES PER DAY)**

Theme: *Ti Panagkasangayko ken Dagiti Gagayyemko (My Birthday and My Friends)*

Read Aloud Story: *“Ti Panagkasangay ni Oliver” (“Oliver’s Birthday”)*

Guided Text for Reading: *“Ti Dua nga Aggayyem” (“The Two Friends”)*

Day	Domain	Objectives	Subject Matter
Daily	OL	<ul style="list-style-type: none"> Share personal experiences or stories individually to the class with ease and confidence 	<ul style="list-style-type: none"> Signing in attendance sheet Sharing Information about favorite book or story read Game for lesson review
	ATR	<ul style="list-style-type: none"> Express individual choices and taste for texts 	
I	LC	<ul style="list-style-type: none"> Note important details in grade level narrative texts (character, setting, plot) 	<ul style="list-style-type: none"> Read Aloud Story (RA): <i>“Ti Panagkasangay ni Oliver”</i> (Birthday) Noting details of the story

DOMAINS: **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading
BPK – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness
HW – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
1. Routine: Morning Sign-in <ul style="list-style-type: none"> Teacher facilitates signing in attendance sheets 2. Sharing Information <ul style="list-style-type: none"> Teacher introduces the new routine of "sharing news" at the beginning of the class. This goes on for the quarter until all pupils have shared individually. The theme for Week 2: Talk about a good or favorite story/book you have read in the past 3. Sharing News (optional) <ul style="list-style-type: none"> Teacher supports pupils sharing some news * New sharing may be done in lieu of sharing information. Teacher has discretion to use both or one depending on the day's objectives and available contact time. 4. Review through Games (optional) <ul style="list-style-type: none"> Teacher leads a game to review past lessons * Review through games is encouraged but are optional depending on the objectives of the day and the available contact time	1. Routine <ul style="list-style-type: none"> Pupils sign in attendance sheets 2. Sharing Information <ul style="list-style-type: none"> Selected pupils talk about a favorite book or a good book they have read in the past 3. Sharing News <ul style="list-style-type: none"> Selected pupils share news 4. Review through Games <ul style="list-style-type: none"> Pupils participate actively in games
1. Routine: Morning Sign-in (same as Daily activities above) 2. Beginning Gallery Walk <ul style="list-style-type: none"> Teacher facilitates pupils looking at works of other groups 3. Game/Activity <ul style="list-style-type: none"> Teacher facilitates game "The Boat is Sinking" 	1. Routine: Morning Sign-in (same as Daily activities above) 2. Beginning Gallery Walk <ul style="list-style-type: none"> Pupils look at their outputs from last week and make comments 3. Game/Activity <ul style="list-style-type: none"> Pupils play the game "The Boat is Sinking"
PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development	

Day	Domain	Objectives	Subject Matter
I			
2	PA	<ul style="list-style-type: none">Form multisyllabic words from syllables	<ul style="list-style-type: none">Guided Text for Reading: “<i>Ti Dua nga Aggayem</i>” (“The Two Friends”)Noting important details of the storyVocabulary words
	PWR	<ul style="list-style-type: none">Read a number of regularly spelled multi-syllabic wordsRead with understanding grade level text	
	F	<ul style="list-style-type: none">Read grade level text with appropriate speed, intonation, expression, and punctuation cues when applicable	

DOMAINS: **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading

BPK – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness

HW – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
<p>4. Read Aloud Story: “<i>Ti Panagkasangay ni Oliver</i>”</p> <ul style="list-style-type: none"> Teacher conducts the Read Aloud Story following the reading plan <p><i>Pre-Reading Activity</i></p> <ul style="list-style-type: none"> Teacher conducts activities for unlocking vocabulary, activating prior knowledge, and setting motive question/s <i>During Reading Activities</i> Teacher conducts <i>During Reading Activities</i> Teacher asks 2-3 questions for pupils to answer during reading, with 1-2 prediction questions. <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Teacher goes back to motive question/s and let pupils answer it Teacher conducts post <i>after reading activities</i> targeting on: identifying character/s, setting and plot; and giving a reaction to the story <p>5. Guided Practice with Character Sketching</p> <ul style="list-style-type: none"> Teacher asks pupils to make character sketches <p>6. Concluding the Session</p> <ul style="list-style-type: none"> Teacher informs pupils they will read another story about friends tomorrow 	<p>4. Read Aloud Story: “<i>Ti Panagkasangkay ni Oliver</i>”</p> <ul style="list-style-type: none"> Pupils participate actively in <i>pre-reading activities</i> by answering questions related to unlocking of vocabulary and activating prior knowledge Pupils participate actively in “during reading” activities by answering questions in complete sentences Pupils participate actively in after reading discussion by answering motive question/s in complete sentences Pupils accomplish post-reading activities by identifying characters, setting, and plot Pupils share their works to the whole class <p>5. Guided Practice with Character Sketching</p> <ul style="list-style-type: none"> Pupils make character sketches <p>6. Concluding the Session</p> <ul style="list-style-type: none"> Pupils prepare for the next day’s activity
<p>1. Routine: Morning Sign-in (same as Daily activities above)</p> <p>2. Multisyllabic Game</p> <ul style="list-style-type: none"> Teacher asks pupils to form words using given syllables <p>3. Guided Reading of the Text</p> <ul style="list-style-type: none"> Teacher conducts guided reading activity of “<i>Ti Dua nga Aggayem</i>” (“The Two Friends”) 	<p>1. Routine: Morning Sign-in (same as Daily activities above)</p> <p>2. Multisyllabic Game</p> <ul style="list-style-type: none"> Pupils form words using given syllables <p>3. Guided Reading of the Text</p> <ul style="list-style-type: none"> Pupils participate actively in <i>pre-reading activities</i> Pupils read a story in pairs Pupils use the strategies for decoding new or difficult words
<p>PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development</p>	

Day	Domain	Objectives	Subject Matter
2	RC	<ul style="list-style-type: none">Note important details in grade level narrative texts (character, setting, plot)	
	V	<ul style="list-style-type: none">Use words unlocked during story reading in meaningful context	
3	F	<ul style="list-style-type: none">Read grade level text with appropriate speed, intonation, expression and punctuation cues when applicable	<ul style="list-style-type: none">Guided Text for Reading: “<i>Ti Dua nga Aggayem</i>” (“The Two Friends”)Vocabulary words
	PWR	<ul style="list-style-type: none">Read a number of regularly spelled multi-syllabic wordsRead with understanding grade level text	
	V	<ul style="list-style-type: none">Use words unlocked during story reading in meaningful context	

DOMAINS: **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading
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HW – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
<p>a. Word Work</p> <ul style="list-style-type: none"> Teacher introduces 2-3 high frequency words and/or difficult words for unlocking <p>b. Setting the Purpose</p> <ul style="list-style-type: none"> Teacher gives the title of the story <p>c. Story Reading in Pairs</p> <ul style="list-style-type: none"> Teacher asks pupils to refer to <i>Ilokano Kagamitan sa Mag-aaral</i> (Learner's Manual) Teacher facilitates paired reading <p>d. Returning to the Text</p> <ul style="list-style-type: none"> Teacher asks pupils discuss difficult words, if any Teacher conducts echo reading <p>e. Responding to the Text</p> <ul style="list-style-type: none"> Teacher asks questions that allow pupils to relate story to their lives Teacher talks about details in the story <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher gives spelling words for pupils to copy Teacher tells pupils that tomorrow they will talk more about the story 	<ul style="list-style-type: none"> Using context clues, pupils are able to give the meanings of words Pupils read the story aloud as a class Pupils are able to relate the story to their own experiences Pupils identify title, author, characters, and plot of story <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Pupils copy spelling words
<p>1. Routine: Morning Sign-in (same as Daily activities above)</p> <p>2. Lesson Review</p> <ul style="list-style-type: none"> Teacher introduces a song in class. He or she asks pupils to share what they think about the song using sentence prompts. <p>3. Story Rereading</p> <ul style="list-style-type: none"> Teacher assigns pupil A and pupil B in pairs. Pupil B reads the story to pupil A. 	<p>1. Routine: Morning Sign-in (same as Daily activities above)</p> <p>2. Lesson Review</p> <ul style="list-style-type: none"> Pupils learn a new song and share what they think about it <p>3. Story Rereading</p> <ul style="list-style-type: none"> Pupils read a story to their partners
<p>PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development</p>	

Day	Domain	Objectives	Subject Matter
3			
4	F	<ul style="list-style-type: none">Read grade level text with appropriate speed, intonation, expression, and punctuation cues when applicable	<ul style="list-style-type: none">Guided Text for Reading: <i>“Ti Dua nga Aggayem”</i> (“The Two Friends”)Naming wordsCommon and proper nouns
	G	<ul style="list-style-type: none">Classifying naming words into different categories	
	RC	<ul style="list-style-type: none">Note important details in grade level narrative texts (character, setting, plot)	

DOMAINS: **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading
BPK – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness
HW – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
4. Group Work: Sentence Making <ul style="list-style-type: none"> Teacher facilitates sentence making in groups Teacher supports pupils as they give feedback to pupils presenting 5. Spelling Drill <ul style="list-style-type: none"> Teacher gives pupils words to spell 6. Concluding the Session <ul style="list-style-type: none"> Teacher thanks the groups and congratulate them on a good job 	4. Group Work: Sentence Making <ul style="list-style-type: none"> Pupils actively participate in group work Pupils use vocabulary words in sentences Pupils give comments and feedback to peers 5. Spelling Drill <ul style="list-style-type: none"> Pupils spell given words 6. Concluding the Session <ul style="list-style-type: none"> Pupils prepare for the next class/dismissal
1. Routine: Morning Sign-in (same as Daily activities above) 2. Review Game <ul style="list-style-type: none"> Teacher reviews nouns with pupils 3. Story Rereading <ul style="list-style-type: none"> Teacher facilitates story rereading in pairs 4. Grammar Lesson: Naming Words <ul style="list-style-type: none"> Teacher reviews naming words using story as springboard Teacher reviews common and proper nouns using story as springboard Teacher provides activities for naming words (Bridging Opportunity – In English lesson under Vocabulary is to use words related to family, self, school, and community) 5. Enrichment Activity <ul style="list-style-type: none"> Teacher gives pupils exercises to work on 6. Homework <ul style="list-style-type: none"> Teacher gives pupils spelling words to practice at home 	1. Routine: Morning Sign-in (same as Daily activities above) 2. Review Game <ul style="list-style-type: none"> Pupils review nouns 3. Story Rereading <ul style="list-style-type: none"> Pupil A reads the story to pupil B 4. Grammar Lesson: Naming Words <ul style="list-style-type: none"> Pupils identify and give naming words Pupils identify common and proper nouns Pupils answer skills activities 5. Enrichment Activity <ul style="list-style-type: none"> Pupils work on exercises 6. Homework <ul style="list-style-type: none"> Pupils practice given spelling words 7. Concluding the Session <ul style="list-style-type: none"> Pupils give what they have learned from the day
PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development	

Day	Domain	Objectives	Subject Matter
4			
5	RC	<ul style="list-style-type: none"> Note important details in grade level narrative texts (character, setting, plot) 	<ul style="list-style-type: none"> Guided Text for Reading: <i>"Ti Dua nga Aggayem"</i> ("The Two Friends")
	OL	<ul style="list-style-type: none"> Retell the story to a partner 	<ul style="list-style-type: none"> Story Retelling
	RC	<ul style="list-style-type: none"> Give comments or feedback to a classmate Retelling the story 	<ul style="list-style-type: none"> Noting details of the story
	S	<ul style="list-style-type: none"> Correctly spell grade level words 	<ul style="list-style-type: none"> Spelling words
DOMAINS: AK – Alphabet Knowledge ATR – Attitude Towards Reading BPK – Book Print Knowledge C – Composition F – Fluency G – Grammar Awareness HW – Handwriting LC – Listening Comprehension OL – Oral Language			

Teacher's Activities	Learner's Activities
<p>7. Concluding the Session</p> <ul style="list-style-type: none"> Teacher closes the session by asking students to summarize what they did. This format can be followed: <p>Today, we _____.</p> <p>We also _____ and _____.</p> <p>Today is a (insert adjective) day.</p>	
<p>1. Routine: Morning Sign-in (same as Daily activities above)</p> <p>2. Game</p> <ul style="list-style-type: none"> Teacher facilitates the game "Rock, Paper, Scissors" <p>3. Retelling of Story</p> <ul style="list-style-type: none"> Teacher facilitates retelling of story Pupils listening to the story will give feedback or comment to the one retelling <p>4. Enrichment Activity: Story Bubble</p> <ul style="list-style-type: none"> Teacher supports pupils as they accomplish a "Story Bubble" Teacher asks pupils to share their answers in groups of four <p>5. Spelling Drill</p> <ul style="list-style-type: none"> Teacher conducts spelling drill in notebooks. Ask pupils to exchange notebooks for checking. <p>6. Concluding the Session</p> <ul style="list-style-type: none"> Teacher wishes the class a good weekend 	<p>1. Routine: Morning Sign-in (same as Daily activities above)</p> <p>2. Game</p> <ul style="list-style-type: none"> Pupils play the game "Rock, Paper, Scissors" <p>3. Retelling of Story</p> <ul style="list-style-type: none"> Pupils retell a story to their partners Pupils give feedback or comments to their partners <p>4. Enrichment Activity: Story Bubble</p> <ul style="list-style-type: none"> Pupils accomplish making "Story Bubble" in pairs Pupils share their work with other classmates <p>5. Spelling Drill</p> <ul style="list-style-type: none"> Pupils answer spelling drill Pupils check their classmate's work <p>6. Concluding the Session</p>
<p>PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development</p>	

ALDAW

I



MATERIALS

1. Copy of Read Aloud Story:
“*Ti Panagkasangay ni Oliver*” (can be found on page 56)
2. Classroom Rules Poster

I

ROUTINE

a. News Sharing

- Teacher reviews classroom rules.
- Teacher introduces the theme for the week’s “sharing news” at the beginning of the class. “Talk about a good or favorite story/book you have read in the past.”
- Two or 3 pupils get a chance to share each day.
- To make the activity fun, the teacher can have a box or fish bowl with all the names of the pupils and he or she or the pupil who presented gets to pick the name for the next day.

Sharing News Guide for the Week:

1. My name is
Ti naganko ket .../ Siak ni...
2. My favorite story/book that I have read is.....
Ti magusgustuak nga istorial/libro a nabasakon ket...
3. The author of the book is...
Ti autor ti libro ket ni...
4. I like it because.....
Magustuak daytoy nga istorial/libro gapu ta...

2

BEGINNING GALLERY WALK

- Teacher leads a gallery walk for beginners. Pupils have the five-minute chance to look at their classmate’s group book and share good comments in their own group (only positive comments).

3

GAME ACTIVITY

- Teacher introduces the game: “The Boat is Sinking” (*Ti Bangka lumlummeden..*) “The boat is sinking...group yourselves into:” (*Igrupoyo ti bagbagiyo iti...*)

Game Instructions:

1. Explain to the participants that they are on a ship in the middle of the ocean.
2. The teacher should serve as the captain of the ship.
3. The teacher calls out: “The boat is Sinking! Go to the lifeboats in groups of X (X is a number or category which the captain can select before he or she calls out).

4. As the category is called out, the participants quickly group themselves accordingly. (they form a circle holding each other's hands). Persons who did not find a group of the right size to join are eliminated, because they could not find a place in the lifeboats.
5. The game will be continued and ends when there are only one or two people left.

Some Categories:

- Birth months
- Length of the hair
- Any number

4

READ ALOUD STORY: "TI PANAGKASANGAY NI OLIVER" ("OLIVER'S BIRTHDAY")

PRE-READING ACTIVITIES

- Teacher conducts activities for unlocking vocabulary, activating prior knowledge, and setting motive question/s.

a. Unlocking Some Words Using Pictures

- *Ita nga aldaw, sakbay a basaentayo ti libro, kayatko a pagsasaritaantayo dagiti sumagmamano a balikas nga intay makita iti istoria.*
(Before we read our book today, I want to talk about some words that you will come across in the story.)

- The teacher shows the pictures

Picture 1: Look at the picture

(Teacher should show the students the picture of a gift.)

Picture 2: *gayyem* (friend)

Picture 3: *panagyaman* (thanksgiving)

Picture 4: *makmakan* (foods)

b. Motivation

Teacher says: *Kaano ti kasangaymo? Ania ti inaramidmo idi aldaw ti kasangaymo?* (When is your birthday? What did you do on your birthday?)

c. Motive Question

Teacher says: *Apaman nga innak basaen ti istoria, padasenyo nga ammuen dagiti sumaganad: Kasano a nagbalin a napateg ti aldaw ni Oliver? Ania ti narikna dagiti dua a karakter iti paggibusan ti istoria? Apay?* (As I read the story, try to find out: What made Oliver's day so special? How did the two main characters in the story feel at the end? Why?)

NOTES

NOTE TO TEACHER

The Read Aloud Story, "Ti Panagkasangay ni Oliver," can be found on page 56.

NOTES

d. Getting to Know the Story



Teacher says: *Kitaentayo ti libro nga innak basaen.*
(Let us look at the book that I will read.)

- Teacher shows the cover.



Teacher says: *Asino ti makaibaga iti paulona daytoy nga istoria?*
(Who can tell me the title of the story?)

Husto! Ti paulona daytoy a libro ket: "Ti Panagkasangay ni Oliver."
(That's right, the title of this story is: "Oliver's Birthday.")



Manipud iti paulona daytoy a libro, ania ngata ti mapasamak iti istoria?
(From the title of the book, what do you think will happen in this story?)

Daytoy nga istoria ket sinurat ni Ivy Joyce Q. Alemios. Isuna ti autor. Inedit ni Ma. Mariza A. Maglangit.

(This story was written by Ivy Joyce Q. Alemios. She is the author. It was edited by Ma. Mariza A. Maglangit.)

Nakasaganakayo kadin a dumngeg? (Are you ready to listen?)

DURING READING ACTIVITIES

- Teacher reads the story. He or she pauses at certain points.
- As the teacher reads the story, he or she guides or directs the pupils to follow from paragraph to paragraph:
- Teacher directs pupils to read paragraph 1



Teacher says: *Ubbing, ania ti marikrikna ni Oliver iti dayta a bigat?*
(Children, how does Oliver feel that morning?)

Before reading paragraph 2



Teacher says: *Ubbing, ania ngata ti aramiden ni nanangna a Lina?*
(Children, what do you think will Mother Lina do?)

After reading paragraph 5



Teacher says: *Ubbing, ania ti reaksionna kadagiti bisita?*
(Children, what was his reaction towards his visitors?)

AFTER READING ACTIVITIES

Teacher goes back to the motive questions asked and let the pupils answer.



Teacher says: *Sakbay nga intay binasa ti istoria, adda dagiti sumagmamano a banag nga imbagak nga inkayo ammuken. Ita, intay sungbatan dagidiay.*

- Kasano a nagbalin a naisangsangayan ti aldaw ni Oliver?*
(What made Oliver's day so special?)

NOTES

Nagbalin a naisangsangayan ti aldaw ni Oliver gapu ta ...
(Oliver's day was so special)

2. *Ania ti narikna dagiti dua a karakter iti paggibusan ti istoria? Apay?*
(How did the two main characters in the story feel at the end? Why?)

Da Oliver ken Nanang Lina ket iti paggibusan ti istoria agsipud ta.....

Using the "Story Map Chart" done during the previous week, teachers asks his or her pupils questions some of the basic elements of the story like:

1. *Sadino ti nakapasamakan daytoy nga istoria?*
(Where did the story happen?)
2. *Asino dagiti nangnangruna a karakter iti istoria?*
(Who are the characters in the story?)
3. *Asino ti makaibaga kadagiti agsasaruno a napasamak iti istoriatayo?*
(Who can tell me the sequence in the story?)

Sample:



5

GUIDED PRACTICE WITH CHARACTER SKETCHING

- Teacher asks the pupil's reactions to the characters of the story. Pupils will draw (on any clean piece of paper) the character and describe by following the sentence prompt.

Sample:

Karakter (Character)

Maibagak a ni.....iti istoria
ket
gapu ta.....

NOTES



Teacher says: *Ubbing, ammok nga adu dagiti kapanunotanyo maipanggep iti istoria. Ita, iburayyo dagita a kapanunotanyo babaen ti pangangidrowningyo no asino kadagiti nangakem (karakter) ti makitayo nga importante ken iladawanyo. Apay?* (Children, I know you have so many thoughts about the story. Now, you can share your thoughts by drawing the character that you find important and tell why?)

Maibagak a ni.....iti istoria ket agsipud ta (I can tell the character ____ feels ____ because...)

- Teacher asks pupils who are finished to share their outputs in class. He or she then collects work and commends pupils for their great work.



Teacher says: *Naglalaing kayo ubbing. Inton bigat, agbasatayo manen ti maysa a baro nga istoria.* (Children, you're doing a great job. Tomorrow, we will read another new story again.)

6

CONCLUDING THE SESSION

- Teacher tells the pupils that they will read another story about friends the next day.

ALDAW

2



MATERIALS

1. Copy of Read Aloud Story: "Ti Dua nga Aggayem"
2. Strips of paper
3. MTB-MLE TG Grade 2
4. Four Corner Vocabulary Chart
5. Story Bubble Chart
6. Spelling Notebook

I

ROUTINE

a. Morning Prep

- Teacher re-arranges class to sit with a different classmate in preparation for the Guided Reading Activity. He or she can have a mixed pairing of fast/average and slow readers.

b. News Sharing

- Teacher reviews the theme for the week's "news sharing" at the beginning of the class. "Talk about a good or favorite story/book you have read in the past."
- Two or 3 pupils get a chance to share each day.
- To make the activity fun, the teacher can have a box or fish bowl with all the names of the pupils and he or she or the pupil who presented gets to pick the name for the next day.

NOTES

2

MULTISYLLABIC GAME

- Teacher prepares Ilokano multisyllabic words before the session.
- Teacher gives pupils a long, multisyllabic word (*pannakayanak*). In groups of 7-8, they form as many words as they can (in one minute) by breaking up the syllables. It might be helpful if the words are formed from small cards with syllables to visually demonstrate breaking syllable to form new words.

Ex: *panagkasangayko*

Words form: *pana*, *ko*, *na*, *kasangay*, *panaas* (excruciating pain), *panay* (always), *pangas* (boastful), *paso* (scald, burn), *sao* (word), *nga-nga*, *pa* (prefix used to express a purpose ordered to be accomplished) and etc.

3

GUIDED READING

- Teacher conducts guided reading activity of “*Ti Dua nga Aggayem*” (The Two Friends)

Teacher says: *Ita, basaentayo ti maysa nga istoria maipapan iti dua nga aggayem. Ammok nga addaankayo met iti gagayem. Ngem sakbay a basaentayo, adda dagiti sumagmamano a balikas a nasken a mailawlawag.* (Today, we are going to read a story about a two friends. I know you have your own friends. But before we read the story, there are words I want to discuss with you.)



a. Word Work

- Teacher introduces difficult words used in the story for unlocking.
- Teacher prepares a Four-Corner Vocabulary Chart (This chart can be used for any other vocabulary lessons.) on a manila paper/old calendar sheet and pictures of the following:

taltalon (farm, ricefield) – *daga a pagmulmulaan ti pagay*, *mais wenno natnateng*

ullaw (kite) – *banag a naaramid iti papel a maipatayab*

insakibut – *idulin iti uneg ti bado*

inaladan – *pangtiko iti maysa a lakon wenno daga*

- Teacher leads the pupils to derive the meaning of the words in the story through this chart.
- Teacher posts the word “*taltalon*” in vocabulary word corner. He or she let his or her pupils pick from the set of pictures which one is “*taltalon*”

NOTES



Teacher says: *Asino ti umay mangpili iti ladawan ti “taltalon”.* (Who will come and choose which picture is the rice field?)

- He or she then asks pupils to try using word “taltalon” in a sentence.



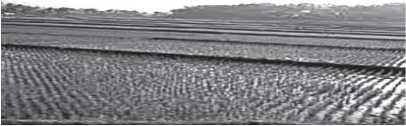
Teacher says: *Asino ti mangusar iti daytoy a balikas iti maysa a patang?* (Who will use this word in a sentence?)

- Finally, teacher asks pupils to define the word using their own words.



Teacher says: *Asino ti makaibaga ti kayatna a sawen ti “taltalon” babaen iti bukodyo a pannakaawat?* (Who will define the word in your own words?)

Ex:

Vocabulary word: <i>taltalon</i>	Illustration
	
Sentence: <i>Nagturong ni Nardo idia y taltalon.</i>	Definition: <i>Daga a pagmulmulaan iti pagay, mais wenno natnateng.</i>

b. Setting the Purpose

- Teacher divides the pupils in groups of 2-3.
- Teacher asks pupils to refer to their MTB-MLE Learners Manual for other activity.

NOTE: The story has no writer thus, it's not included in the Setting the Purpose.



Teacher says: *Nakasaganakayo kadin nga agbasa? Kitaenyo ti paulona. Ania ti paulona ti istoria a basaentayo?* (Are you ready to read? Let's look at the title first. So what's the title?)



Teacher says: *Sanguen ti “June partner-yo” ket ibinglayyo/yam-ammoyo no asino ti kasingedan a gayyemyo ken ania dagiti sagudayna?* (Children, turn to your “June” partner and share your best friend's name and what good attitude do you like in him/her?)

- Teacher asks for 1-2 volunteer pupils to share their answers.

c. Story Reading in Pairs



Teacher says: *Ita ta nakitayon ti paulona ket napanunotyon no ania ngata ti istoria. Basaenyo a kadia ti grupo.* (Okay, now that we have looked at the title and thought what the story might be about, you are going to read the story with your partners/groups.)

NOTES

- Teacher instructs pupils that if there are words they find difficult to read or do not understand, they write it in their notebooks. Teacher guides those who are having difficulties.
- Teacher goes around to check paired reading.
- The following strategies may be used to help pupils.
 - Looking at the words and “sounding them out.”
 - Looking at the sentences for clues about the words.
 - Checking to make sure what I think the word is matches the spelling of the word.

d. Returning to the Text

- Teacher conducts echo reading. Teacher reads a sentence and pupils repeat.
- Teacher invites pupils to raise their hand and ask questions if there is a word they don't understand. He or she demonstrates the strategies: sounding out, predict, crosscheck, sample or search, read into a word, or skip a word and read on to decode the words.
- Teacher writes these difficult words on the board, uses it in a sentence and asks the pupils if they can figure out the meaning of the words based on context.

Ania a letra/uni ti pagrugian ti balikas?

(What letter/sound does the word begin with?)

Kitaenyo ti balikas. Ania ti adda a kapanunotam?

(Look at the word. What makes sense?)

Teacher asks: *Adda kadi pay dadduma a balikas a saanyo maawatan?* (Are there words you do not understand?)



e. Responding to the Text

- Teacher asks questions that allow pupils to relate story to their lives. They discuss answers with pairs and ask 1-2 pupils to share answer to the group.
1. If you were Nardo, are you going to pick some of the guava fruits?
No sika ni Nardo, purosem kadi dagiti bayabas?
 2. Suppose you were the writer of the story, how would you end the story? *Kas pagarigan sika ti nagsurat ti istoria, kasano a gibusam ti istoria?*

NOTES

AFTER READING ACTIVITIES

- Teacher uses the “Story Bubbles” chart for the whole class to accomplish.

Guide:

- Title
- Main Characters
- Author
- Just like the story, my classmate has a friend. My classmate's friend is...

4

CONCLUDING THE SESSION

HOMEWORK

- Teacher gives five (5) spelling words that she asks pupils to practice spelling and writing at home. These are grade level words taken from the text.

1. *taltalon* 2. *ullaw* 3. *insakibut* 4. *inaladan* 5. *arubayan*

- Teacher tells pupils that tomorrow they will talk more about the story.



Teacher says: *Inton bigat, pagsasaritaantayo manen dagiti dadduma pay a banag maipapan iti istoria.* (Tomorrow, we will talk more about the story.)

- Teacher cheers on the pupils for doing a good job on choral reading.

ALDAW

2

I

ROUTINE

Sharing News

- Teacher asks pupils to sit with same partner as yesterday.
- Pupils continue to share about favorite book/story.

2

LESSON REVIEW

- Teacher introduces the action song “*Aluadam*” (“Be careful little eyes what you see”).

The lyrics are written on a board/manila paper /old calendar sheet so pupils can follow singing. He or she asks the pupils to sing with her.

Aluadam

(To the tune of: Oh be careful little eyes what you see...)

Aluadam sika mata 'ti makitam, makitam

Aluadam sika mata 'ti makitam, makitam

Adda Dios idia ngato, sipsiputannaka

Aluadam sika mata 'ti makitam.

(Sukatan dagiti naugedan a balikas)

agong... angotem

lapayag... dengdenggem

ngiwat... sawsawem

ima... ig-iggamam

NOTES



MATERIALS

1. Copy of a song or poem
2. Copy of the story: "Ti Dua nga Aggayem"

- Teacher asks pupils what they think about the song by using the sentence prompt. (1-2 to share orally.)

I think the song is telling me to _____ because in the song it says...

Ti ibagbaga ti kanta ket..... gapu ta

3

STORY RE-READING

- Teacher instructs pupils to go to their "March Partner." The two pupils will choose among themselves which one will be pupil A and pupil B. Pupil B reads the story to pupil A. Teacher informs pupils that tomorrow, pupil A will read to pupil B.

Teacher says: *Idi kalman ubbing, nabasatayo ti istoria da Berto ken Nardo. Agpayso, naragsaktayo a makikadkadua kadagiti gagayyemtayo ngem adda dagiti bambanag a masapul nga aluadantayo nangnangruna no ammotayo ket saan a nasayaat nga aramid. Ket adda kadatayon ti mangikeddeng. Ita, basaentayo manen ti istoria. Kaduayo ti, "March Partner-yo," agpilikayo no asino ti A ken B. Madamdama, ni A ti mangbasa para ken ni B. (Yesterday, we have read the story of Berto and Nardo. Yes, we enjoy and have fun with our friends however there are things we need to be careful with especially when we knew from the start that it's not good for us. And it's us who make the choice or decision.)*

NOTE: Teacher takes this opportunity to assess students' oral language development and fluency.

Teacher says: *Inton bigat, ni B met ti mangbasa iti istoria para ken ni A. (Tomorrow, It's B's turn to read to A also.)*



NOTES

4

GROUP WORK

- Teacher divides the class into 8-10 groups. Each group receives a naming word/action word from the story written on a meta-card. They make 2 sentences using the word.



Teacher says: *Ita ta nalpastayo manen a basaen ti istoria, magrupokayo ti walo. Tunggal grupo ket makaawat/adda maited a metacard.*

Adda nakasurat a balikas/sarita iti metacard. Agaramidkayo iti dua a patang kada balikas/sarita. Laglagipenyo, ubbing, daytoy ket "group work". (Now, that we've finished rereading the story, I'll divide the class into 8 groups. Each group will receive a metacard with a word written on it. With that word, use it in 2 sentences. Remember, this is a group work.)

Words: *balay, bunga, puon ti bayabas, alad, arubayan, kanenta, ipakadata, ikkik*

NOTE TO TEACHER

Teacher makes sure to comment about the content/ideas of the pupils being put together to make sentences not just focusing on the mechanics.

- Teacher asks pupils to choose a leader in their group who will present their constructed sentences in class. Teacher also assigns one group who will give comments/feedback to the group presenting. This group must choose one representative who will give comments/feedback

Group	Who will give comments
1	Teacher
2	Group 6
3	Group 7
4	Group 8
5	Group 9
6	Group 10
7	Group 1
8	Group 2
9	Group 3
10	Group 4 & 5

- Teacher models giving comments/feedback (giving praise, confirming if sentence makes sense, thanking the group) only for the first group that will present.
- When necessary, teacher corrects when word is not appropriate for the sentence and gives an example to correct it.

NOTES

5

SPELLING DRILL

- Teacher gives 5 spelling words that she asked pupils to practice spelling and writing at home during Day 2.

1. *taltalon*
2. *ullaw*
3. *insakibut*
4. *inaladan*
5. *arubayan*

Teacher says: *Inton bigat, pagsasaritaantayo manen dagiti dadduma pay a banag maipapan iti istoria.* (Tomorrow, we will talk more about the story.)



6

CONCLUDING THE SESSION

REMINDERS

- Teacher thanks the groups and congratulates them on a good job. He or she reminds them that on the following day, in pairs, pupil A will read to pupil B.

I

ROUTINE

News Sharing

- Teacher asks pupils to sit with same partner as yesterday.
- Continuation of the news sharing about their favorite book/story.

2

REVIEW GAME

- Teacher conducts a five minute game related to nouns: "I Spy." This will serve as review of Grade 1 lesson and introduction to the day's lesson.
- Teacher divides the class into 4-5 groups before the activity.

Teacher says: I spy with my little eye a thing that begins with the letter /b/. It is something green. (blackboard)

- Pupils guess the answer from the objects in the classroom that will start with the identified letter
- Pupil who answers from a group may take the lead then tosses it to the next group.



ALDAW

4



MATERIALS

1. Copy of a song or poem
2. Copy of the story "Ti Dua nga Aggayem"

NOTES

3

RE-READING OF THE STORY

- Teacher instructs pupils to go back to their “March Partner.” Pupil A reads to pupil B.



Teacher says: *Idi kalman, ni A imbasaanna ni B. Ita, ni B met ti mangibasa ken ni A.* (Yesterday, Pupil A read the story to Pupil B. Now, it's Pupil B's turn to read to Pupil A.)

NOTE: Teacher takes this opportunity to assess pupils' oral language development and fluency.

4

GRAMMAR LESSON

Naming Words

- Teacher prepares a table with columns. Each column is labeled with “person”, “place”, and “thing”.
- From the story “*Ti Dua nga Aggayem*” (“The Two Friends”), teacher pre-identifies some nouns that can fit in the categories.

Ex:

<i>nagan</i>	<i>tao</i>	<i>lugar</i>	<i>banag</i>
Berto	Berto		
<i>ullaw</i>		<i>balay</i>	<i>ullaw</i>
<i>balay</i>			

- Teacher shows this to pupils and asks if they still remember the concept of “naming words/nouns” learned when they were in Grade 1.



Teacher says: *Malagipyo kadi ubbing daytoy nga adal? Daytoy ti makunkuna a nagan. Iti Ingles ket “nouns.” Ti nagan ket amin a nagan ti tao, banag ken ayup kas makitayo ditoy “table.”*

(Children, do you still remember this lesson you have learned when you were in Grade 1? This is what we call Nouns. Nouns are all names of persons, things, and places.)

- Teacher asks volunteers to give naming words that they can think of: persons, places, things.



Teacher says: *Ita, ubbing, intayo man biroken dagiti nagan a makitatayo iti istoria da Berto ken Nardo. Iti kuaderno/notbukyo, agaramidkayo iti “table” a kas inaramidko. Isuratyo dagiti makitayo a nagan ti tao, banag ken lugar.* (Now, let us find the naming words that you can see in the story of Berto and Nardo. In your notebook, make a table just like my example then write all the naming words for persons, things and places.)

NOTES

- Then the teacher asks the pupils to categorize those nouns into: person, place and thing.
- After 5-10 minutes, he or she asks pupils to exchange notebooks with their “August Partners.” He or she instructs the class that they will check each other’s works. He or she gives the answers so pupils can check. He or she discusses points of confusion if needed. He or she also points out proper nouns. Teacher reviews on proper and common nouns.

Teacher says: *Asino ti adda saludsodna maipanggep iti nagan? Ita, kitaenyo man iti listaanyo dagiti nagan nga adda iti batog ti tao.*” (Who has questions about nouns? [Teacher gives further explanations if there are pupils who missed categorizing the naming words] Children, look at your lists under “person.”)



- Teacher let his or her pupils say those persons’ name as he or she writes them on the board.

Ex:

nagan	Naisangsangayan a nagan	Kadawyan a nagan
Berto	Berto	
Nardo	Nardo	
gayyem		gayyem

- Teacher reviews his or her pupils about “*Bukod a nagan*” (proper nouns) and “*Sapasap a nagan*” (common nouns)
 - “*Bukod a nagan*” ket agrugi iti dakkel a letra. Ex: Berto, Nardo, etc.
 - “*Sapasap a nagan*” ket agrugi iti bassit aletra. Ex: gayyem, nanang, etc.

5

ENRICHMENT ACTIVITY

- Teacher asks pupils to write 5 more nouns related to family under “person.” They write 5 more nouns related to school under “place”; 5 more nouns related to community under “thing.”
- Teacher collects notebooks for checking.

6

HOMEWORK

- Teacher gives six (6) spelling words for pupils to practice at home.

These are grade level words taken from the two stories read this week.

1. kasangay 2. lapis 3. sagut 4. gayyem 5. makmakan 6. ipakada

NOTES

7

CONCLUDING THE SESSION

- Teacher closes the session by asking pupils to summarize what they did. This format can be followed:

Today, we _____.

We also _____ and _____.

Today is a (insert adjective) day.

ALDAW

4



MATERIALS

1. Copy of a song or poem
2. Copy of the story "Ti Dua nga Aggayem"
3. Spelling Notebooks

1

ROUTINE

News Sharing

- Teacher ask pupils to sit with "January Partner."
- Continuation of the news sharing about their favorite book/story.

2

GAME

- Game:** Teacher teaches the game, "Rocks, Paper, Scissors" (Jack and Poy). Whoever wins three times first is the winner. He or she will be asked to retell the story, "*Ti Dua nga Aggayem*" ("The Two Friends") to the "January Partner."

3

RETELLING THE STORY

- Teacher gives instructions to pairs. Those who won in the game will retell the story. Those who lost will listen well to the story teller because he or she or he will give feedback or comments to the story teller.
- Remind pupils of the following points in giving feedback or comments:
 - Give positive feedback.
 - Point out if there were errors or better way of telling the story.
 - Thank the storyteller.
- Teacher may model this to the class.

NOTES

4

STORY BUBBLE

- Teacher tells pupils that they will accomplish a “Story Bubble” similar to what they did in Day 2. This time, they will do it with their “January Partner”.
- Teacher can either have a template photocopied for each pupil or display the template on the board and have pupils copy it on their notebooks or on a piece of paper. Teacher explains what needs to be accomplished.
- Guide for pupils:
 - Title
 - Main Characters
 - Author
 - Just like the story, my classmate has a friend. My classmate’s friend is...

Teacher says: *Inton malpasyo, sanguen ti kapareha/kaduayo tapno iburayyo ti napagsaritaanyo. Kalpasanna, iburayyo met ti napagsaritaanyo kadagiti agkapareha/agkadua/agkaabay nga adda iti likudan wenno sangoyo.* (When you finished, face your partner to share your answer. Then face the pairs behind or in front of you to share too.)



5

SPELLING DRILL

- Teacher conducts spelling drill in notebooks.
- Teacher asks pupils to spell six vocabulary words that she asked pupils to practice spelling and writing at home during day 4.
 1. kasangay
 2. lapis
 3. sagut
 4. gayyem
 5. makmakan
 6. ipakada
- Ask pupils to exchange notebooks for checking.

6

CONCLUDING THE SESSION

HOMEWORK

- Teacher reviews forms and filling out forms. Teacher gives homework which will require them to fill out a form that they will submit on Monday. They copy template from the blackboard on their notebooks. Encourage them to ask help from parents/siblings or other relatives.

NOTES

For Week 2, Day 1, Activity 4:***Ti Panagkasangay ni Oliver***

*Iti maysa a bigat, napalalo ti kinaragsak ni Oliver.
Kuna ni nanangna a Lina a naragsak ni Oliver gapu ta kasangayna.*

*Kas kadawyan a mapaspasamak, iti dayta nga aldaw,
makumikom ni Nanang Lina iti panangisaganana
kadagiti naimas a makan para kadagiti bisita.*

*Napalalo ti ragsak ni Oliver idi makitana a sumungad dagiti
gagayyemna. Kinablaawan dagiti gagayyemna sa inyawatda dagiti
sagutda.*

*Nakaawat ni Oliver iti nadumaduma a sagut kas iti babassit a lobo,
baro a lapis, ken bassit a libro.*

*Naragsak ni Oliver a nangasikaso kadagit bisitana.
Nakaragragsak a nagyaman kadakuada.*

*Idi nakaawid dagiti bisita ni Oliver,
inarakup ken inagkan isuna ni nanangna.*

WEEK

3

TEACHER'S GUIDE

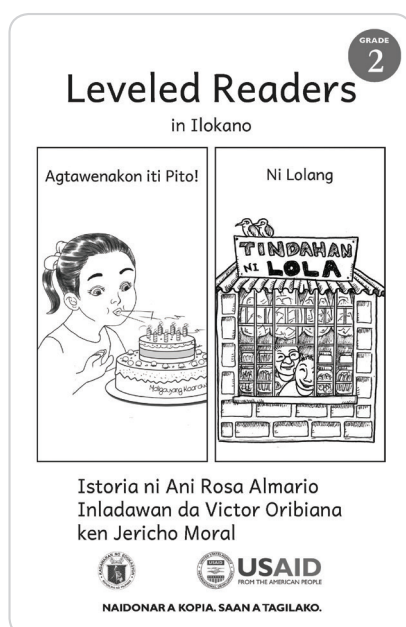
GRADE 2

MOTHER TONGUE

ILOKANO

THEME: TI PANAGKASANGAYKO KEN DAGITI GAGAYYEMKO
(MY BIRTHDAY AND MY FRIENDS)

LEVELED READER: “AGTAWENAKON ITI PITO”
(“I AM SEVEN YEARS OLD”)



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 2
ILOKANO
QUARTER 1, WEEK 3 (50 MINUTES PER DAY)**

Theme: *Ti Panagkasangayko ken Dagiti Gagayyemko (My Birthday and My Friends)*

Leveled Reader: “Agtawenakon iti Pito” (“I am Seven Years Old”)

Written by Ani Rosa Almario and illustrated by Victor Oribiana

Day	Domain	Objectives	Subject Matter
Daily	OL	<ul style="list-style-type: none"> Share personal experiences or stories individually to the class with ease and confidence Relate one's experiences and ideas related to the topics using a variety of words Sing song/s or recite poem/s 	<ul style="list-style-type: none"> Sharing experiences or personal information about birthdays Game/Action Song/Rhymes
	F	<ul style="list-style-type: none"> Read grade level text with appropriate speed Read grade level text with appropriate intonation, expression, and punctuation cues 	<ul style="list-style-type: none"> Guided Text for Reading: “Agtawenakon iti Pito” (“I am Seven Years Old”) Sequencing of events
	OL	<ul style="list-style-type: none"> Relate one's experiences and ideas related to the topics using a variety of words 	
I	PW	<ul style="list-style-type: none"> Read with understanding grade level text 	

DOMAINS: **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading
BPK – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness
HW – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
<p>1. Routine: Morning Sign-in</p> <ul style="list-style-type: none"> Teacher facilitates signing in attendance sheets Teacher has the option to teach a poem or song <p>2. Sharing Information</p> <ul style="list-style-type: none"> Teacher facilitates sharing information or news. The theme for Week 3: Talk about a good friend that you have. What are the good things you like about your friend? What do you do together? Teacher supports pupils sharing some news * New sharing may be done in lieu of sharing information. Teacher has discretion to use both or one depending on the day's objectives and available contact time. <p>3. Review through Games (optional)</p> <ul style="list-style-type: none"> Teacher leads a game to review past lessons * Review through games is encouraged but are optional depending on the objectives of the day and the available contact time 	<p>1. Routine</p> <ul style="list-style-type: none"> Pupils sign in attendance sheets <p>2. Sharing Information/News</p> <ul style="list-style-type: none"> Selected pupils talk about a favorite book or a good book they have read in the past Selected pupils share news <p>3. Review Through Games</p> <ul style="list-style-type: none"> Pupils participate actively in games
<p>1. Routine: Morning Sign-in (same as Daily activities above)</p> <p>2. Guided Reading of Text</p> <ul style="list-style-type: none"> Teacher conducts guided reading activity of "Agtawenakon iti Pito" <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Teacher introduces 2-3 vocabulary words for unlocking 	<p>1. Routine: Morning Sign-in (same as Daily activities above)</p> <p>2. Guided Reading of Text</p> <ul style="list-style-type: none"> Pupils use picture clues to understand vocabulary words Pupils read in pairs and as a class Pupils note important details from the story
<p>PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development</p>	

Day	Domain	Objectives	Subject Matter
1	RC	<ul style="list-style-type: none"> Give correct sequence of 3-5 events in a story 	
	ATR	<ul style="list-style-type: none"> Express opinions about the text 	
2	OL	<ul style="list-style-type: none"> Relate one's experiences and ideas related to the topics using a variety of words 	<ul style="list-style-type: none"> Rereading of text: "Agtawenakon iti Pito" ("I am Seven Years Old")
	F	<ul style="list-style-type: none"> Read grade level text with appropriate speed Read grade level text with appropriate intonation, expression, and punctuation cues 	<ul style="list-style-type: none"> Vocabulary Words Syllabication
	V	<ul style="list-style-type: none"> Use words unlocked during story reading in meaningful context 	
	PWR	<ul style="list-style-type: none"> Use decoding strategies for difficult words in the text 	
	PA	<ul style="list-style-type: none"> Syllabicate vocabulary words introduced 	
	HW	<ul style="list-style-type: none"> Copy words from story as part of the activities 	
DOMAINS: AK – Alphabet Knowledge ATR – Attitude Towards Reading BPK – Book Print Knowledge C – Composition F – Fluency G – Grammar Awareness HW – Handwriting LC – Listening Comprehension OL – Oral Language			

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Teacher asks 1-2 questions relating experiences to the story <p>3. Setting the Purpose</p> <ul style="list-style-type: none"> Teacher gives a sentence or two to describe setting of the story. Teacher then gives the title, author and illustrator of the story. Teacher sets motive question <p><i>During Reading Activities</i></p> <p>a. Paired Reading</p> <ul style="list-style-type: none"> Teacher facilitates paired reading <p>b. Echo Reading</p> <ul style="list-style-type: none"> Teacher facilitates echo reading <p>c. Choral Reading</p> <ul style="list-style-type: none"> Teacher facilitates echo reading <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Teacher gives post-reading questions focusing on character, setting, and sequence events <p>3. Concluding the Session</p> <ul style="list-style-type: none"> Teacher tells pupils that tomorrow they will read the story again 	<ul style="list-style-type: none"> Pupils sequence events in the story Pupils relate experiences and ideas related to the story Pupils express their ideas about the story <p>3. Concluding the Session</p> <ul style="list-style-type: none"> Pupils prepare for the next class/dismissal
<p>1. Routine: Morning Sign-in (same as Daily activities above)</p> <p>2. Rereading of Leveled Reader: Paired Reading</p> <ul style="list-style-type: none"> Teacher asks pupils to reread the text in pairs. He or she also asks them to write down difficult words from the text in their notebooks. <p>3. Vocabulary Work</p> <ul style="list-style-type: none"> Teacher presents again the vocabulary words discussed in Day 1 and checks if pupils are still able to remember their meanings <p>4. Syllabication</p> <ul style="list-style-type: none"> Teacher facilitates syllabication activity 	<p>1. Routine: Morning Sign-in (same as Daily activities above)</p> <p>2. Reading of Leveled Reader: Paired Reading</p> <ul style="list-style-type: none"> Pupils read in pairs Pupils use strategy for decoding the words <p>3. Vocabulary Work</p> <ul style="list-style-type: none"> Pupils are able to use vocabulary words in meaningful sentences <p>4. Syllabication</p> <ul style="list-style-type: none"> Pupils are able to syllabicate grade level words
<p>PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development</p>	

Day	Domain	Objectives	Subject Matter
2			
3	OL	<ul style="list-style-type: none"> Relate one's experiences and ideas related to the topics using a variety of words 	<ul style="list-style-type: none"> Rereading of text: "Agtawenakon iti Pito" ("I am Seven Years Old") Affixes and root words Gender of naming words
	F	<ul style="list-style-type: none"> Read grade level text with appropriate speed Read grade level text with appropriate intonation, expression, and punctuation cues 	
	V	<ul style="list-style-type: none"> Use the combination of affixes and root words as clues to get the meaning of the words 	
4	OL	<ul style="list-style-type: none"> Relate one's experiences and ideas related to the topics using a variety of words 	<ul style="list-style-type: none"> Rereading of text: "Agtawenakon iti Pito" ("I am Seven Years Old") Comic Strip Making
	F	<ul style="list-style-type: none"> Read grade level text with appropriate speed Read grade level text with appropriate intonation, expression and punctuation cues 	
	C	<ul style="list-style-type: none"> Express ideas through comic strip making using the story as springboard 	
	HW	<ul style="list-style-type: none"> Copy text from story as part of activities 	

DOMAINS: **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading
BPK – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness
HW – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
5. Enrichment Activity <ul style="list-style-type: none"> Teacher facilitates making the Word Pie 6. Concluding the Session <ul style="list-style-type: none"> Teacher lets pupils copy spelling words. Tell them they will learn more words tomorrow. 	5. Enrichment Activity <ul style="list-style-type: none"> Pupils make Word Pies 6. Concluding the Session <ul style="list-style-type: none"> Pupils copy spelling words
1. Routine: Morning Sign-in (same as Daily activities above) 2. Review through Games (same as Daily activities above) <ul style="list-style-type: none"> Affixes and Root Words Teacher instructs affixes and root words using the story as springboard 3. Rereading of the Story <ul style="list-style-type: none"> Teacher facilitates rereading the story in pairs 4. Gender of Naming Words <ul style="list-style-type: none"> Teacher instructs gender of naming words using the story as springboard 5. Concluding the Session <ul style="list-style-type: none"> Teacher ends the session by cheering pupils for a good job 	1. Routine: Morning Sign-in (same as Daily activities above) 2. Review through Games (same as Daily activities above) <ul style="list-style-type: none"> Affixes and Root Words Pupils demonstrate the concept of root words and affixes 3. Rereading of Story <ul style="list-style-type: none"> Pupils read the story in pairs 4. Gender of Naming Words <ul style="list-style-type: none"> Pupils identify the gender of naming words Pupils are able to classify naming words based on gender Pupils are able to provide pair for naming words with gender 5. Concluding the Session <ul style="list-style-type: none"> Pupils cheers themselves for a good job
1. Routine: Morning Sign-in (same as Daily activities above) 2. Rereading of the story <ul style="list-style-type: none"> Pupils reread the story in pairs 3. Group work: Comic Strip Making <ul style="list-style-type: none"> Teacher facilitates comic strip making Teacher gives a mini-lesson on comic strips 4. Concluding the Session <ul style="list-style-type: none"> Introduce a new cheer for the pupils and congratulate them for what they have accomplished so far 	1. Routine: Morning Sign-in (same as Daily activities above) 2. Rereading of the Story <ul style="list-style-type: none"> Pupils read the story in pairs 3. Group work: Comic Strip Making <ul style="list-style-type: none"> Pupils work in groups to create comic strips based on the story and its illustrations. Pupils actively participate in group work. 4. Concluding the Session <ul style="list-style-type: none"> Pupils learn a new cheer

PA – Phonological Awareness **PWR** – Phonics and Word Recognition

RC – Reading Comprehension **S** – Spelling **SS** – Study Skills **V** – Vocabulary Development

Day	Domain	Objectives	Subject Matter
5	OL	<ul style="list-style-type: none"> • Relate one's experiences and ideas related to the topics using a variety of words • Present group outputs to the class • Express ideas/thoughts orally about a group's presentation 	
	C	<ul style="list-style-type: none"> • Express ideas through a class book making using the story as springboard 	
	S	<ul style="list-style-type: none"> • Correctly spell grade level words 	
DOMAINS: AK – Alphabet Knowledge ATR – Attitude Towards Reading BPK – Book Print Knowledge C – Composition F – Fluency G – Grammar Awareness HW – Handwriting LC – Listening Comprehension OL – Oral Language			

Teacher's Activities	Learner's Activities
1. Routine: Morning Sign-in (same as Daily activities above) 2. Continue Group Work <ul style="list-style-type: none"> Teacher gives the pupils 10 minutes to finish their works 3. Group Presentation <ul style="list-style-type: none"> Teacher facilitates group presentation and assign roles for groups to listen and give feedback 4. Assessment a. Spelling Drill b. Enrichment Activity – At teachers discretion, activities/exercises may be given for other topics discussed during the week 5. Concluding the Session <ul style="list-style-type: none"> To end the class, teacher starts the Learning Log Teacher wishes the whole class a good weekend 	1. Routine: Morning Sign-in (same as Daily activities above) 2. Continue Group Work <ul style="list-style-type: none"> Pupils work in groups to create comic strips 3. Group Presentation <ul style="list-style-type: none"> Selected pupils present their outputs in class Selected pupils give comments or feedback to groups presenting 4. Assessment <ul style="list-style-type: none"> Pupils answer spelling test Pupils participate in enrichment activities 5. Concluding the Session <ul style="list-style-type: none"> Pupils sign out in their Learning Log
PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development	

ALDAW

I



MATERIALS

1. Copy of the Leveled Reader: “Agtawenakon iti Pito” (“I am Seven Years Old”)
2. Pictures of vocabulary words
3. Story Chart

I

ROUTINE

a. News Sharing

- Teacher introduces the theme for the week’s “sharing news” at the beginning of the class. “In groups of five (5), they are going to share about their homework.”
- Teacher reminds pupils to take note of two things:
 - Who among you live close to each other?
 - Among all the group members, who has the most number of people living with them?
- After 5 minutes, teacher asks who live close to each other and who has the most number of people in their household.

2

GUIDED READING

- Teacher conducts guided reading activity of “Agtawenakon iti Pito!” (“I am Seven Years Old”)

a. Unlocking of Difficult Words



Teacher says: *Ita, basaentayo ti maysa nga istoria maipapan iti maysa nga ubing a pito ti tawennan. Ammok nga agduduma ti tawenyo kadagiti gagayyemyo. Ngem sakebay a basaentayo, adda dagiti sumagmamano a balikas a kayatko nga ilawlawag kadakayo. (Today, we are going to read a story about a child who is 7 years old. I know you have different ages from your friends. But before we read the story, there are words I want to discuss with you.)*

- The teacher shows the pictures.

Picture 1: Look at the picture (teacher shows to the pupils the picture of pansit and explains what they’re made of)
Kitaenyo ti ladawan?

Picture 2: *puto*

Picture 3: *keyk nga ubi*

b. Activating Prior Knowledge

- Teacher asks 1-2 questions relating experiences to the story.



Teacher says: *Nakakitakayo kadin iti maysa a nangrambak ti kasangayna iti kaarrubayo wenno iti television? Ania dagiti nakaay-ayat a nakitayo? (Have you seen someone’s birthday in your neighborhood/watched from TV? What are the things you’ve seen that attracted you?)*

c. Setting the Purpose

Teacher says: *Ti istoria ket maipapan iti maysa nga ubing nga agpito ti tawennan.* (The story is about a child, who is turning seven (7) years old already.)



NOTES

d. Motive Question

Teacher says: *Apaman a basaenyo ti istoria, panunotenyo daytoy a saludsod: Ania ti nagbalin a rikna ti ubing idi agsangpet ti sangailina?* (How do you think the girl felt when people start to arrive?)



DURING READING ACTIVITIES

a. Paired Reading

- Teacher distributes copies of books and asks pupils to read the story in pairs.

b. Echo Reading

- Teacher informs the class that they will do echo reading. He or she explains procedure.
- Teacher leads echo reading. He or she instructs pupils that she will first read a sentence paragraph and they will repeat after every sentence.

Teacher says: *Ita ta nakitayo ti paulo ken napanunotyo no ania daytoy, basaentayon ti istoria. Basaek nga umuna ti kada patang, sa ulitenyo.* (Okay, now that we have looked at the title and thought about it, we are going to read the story. First, I am going to read per sentence, then you repeat.)



c. Choral Reading

- Teacher lets pupils read the book together as a class.

Teacher says: *Ita ta nalpasyon a nabasa, basaentayo nga aggigiddan.* (We've done reading by pairs, then it's time to read the story again as a class. We will read altogether.)



AFTER READING ACTIVITIES

Teacher says: *Manipud iti istoria nga intayo nabasa, adda sumagmamano a saludsod nga innak damagen kadakayo.*



a.) *Ania ti nagbalin a rikna ti ubing idi agsangpet ti sangailina?*

(How do you think the girl felt when people start to arrive?)

b.) *Sadino ti nakaangayan ti istoria? Asino dagiti nangakem iti istoria?*

(Where did the story happen? Who were the characters in the story?)

- Teacher has the answers on metacards already and when pupils give the answer, he or she gives the metacards for pupils to put on the Story Chart introduced in Week 2.

NOTES

3

SEQUENCING EVENTS



Teacher says: *Adda naisaganak a metacards para iti sumaruno nga aramidentayo. Tunggal metacard, adda nakasurat a pasamak. Ikabilko ditoy pisarra tapno makitayo ket iti kuaderno/ notbukyo, isuratyo dagiti agsasaruno a pasamak iti istoria.* (I have written the events in each metacard. I'll post them on the board for you to see. In your notebook, arrange the events of the story. This is an individual work.)

- Teacher asks pupils to exchange their notebooks with their December Partner to correct their works.
- Teacher discusses answers.

4

CONCLUDING THE SESSION



Teacher says: *Ania ti kapanunotanyo maipapan iti istoria? Ania a paset ti istoria ti magusgustanyo? Ti saanyo a nagustuan? Apay?* (Children, how did you find the story? Which part of the story you did like? Did not like? Why?)

- Teacher calls 3-4 volunteers depending on the time left for the session.



Teacher says: *Inton bigat, basaen ken pagsasaritaantayo manen dagiti dadduma pay a banag maipapan iti istoria.* (Tomorrow, we will read and talk more about the story.)

- Teacher cheers on the pupils for doing a good job on paired reading as well as the choral reading.)

ALDAW

2

I

ROUTINE

a. News Sharing

- Teacher introduces the song “*Aggayyemta Man*” in class. The lyrics are written in a board/manila paper/old calendar sheet so students can follow singing. He or she asks the students to sing with his or her.

Aggayemta Man (Let Us Be Friends)

Tune: Leron, Leron Sinta

Ania ti naganmo (What is your name?)
Ibagam man, gayyemko (Will you tell me my friend)
Abrasaenta man (May I)
Dayta dakulapmo (shake your hand)
Aginnisemta pay (And with a pleasing
‘Ti makaay-ayo (smile)
Agsala, agkumpas (Together let us dance)
Itung-ed ‘ta ulo (and nod our head)

- Teacher asks 2 pupils to identify words that rhyme from the song and how the words are different as well. Then he or she asks pupils what the song is all about.

2

PAIRED READING

Teacher says: “Agtawenakon iti Pito” ti intayo nabasa nga istoria idi kalman. Istorya ti mayasa nga ubing a nagkasangay. Naragsak isuna a nangpasangbay kadagiti kaay-ayamna ken gagayyemna. Ita, basaenyo manen ti istoria kadua ti kaklase/katugaw/kaabay/kaparehayo. (We have read the story “Agtawenakon iti Pito” yesterday. It is about the story of a child who is celebrating her birthday. She was so happy as her friends and playmates arrived. Now, you are going to read again with your partner.)

- Teacher instructs pupils that if there are words they find difficult to read or do not understand, they write it on their notebooks.

Teacher says: Kabayatan ti panangbasbasayo iti istoria, adda dagiti balikas a narigat a maawatan, isuratyo dagitoy a balikas iti notbukyo. (As you read the story and find some difficult words or something that you don’t understand, write them in your notebook.)

- Teacher guides those who are having difficulties. The following strategies may be used to help pupils.

- **Looking at the words and “sounding them out.”**
- **Predict:** The reader uses what is known about the story to determine what the text might say or mean. The reader can also use illustrations to anticipate the meaning.
- **Crosscheck:** The reader uses more than one source of information to confirm or discount a prediction in order to construct meaning.
- **Sample or Search:** The reader scans the various sources of information, such as looking at the picture, looking for sight words, or looking for repeating pattern.

NOTES



MATERIALS

- Copy of the poem or song
- Copy of the Leveled Reader: “Agtawenakon iti Pito”
- Phonics Word Wall
- Word Pie Sample

NOTES

- **Read into a word:** The reader continues looking at all the letters and hears all the sounds that make up the word, rather than stopping at the first letter and guessing. This is sometimes called the bulldozing through the word.
- **Skip a word and read on:** The reader skips a word in order to use the rest of the sentence to increase the context. The reader returns to the unknown word and uses the extended context to figure it out.
- Teacher can either model these if they have forgotten or ask some pupils to demonstrate it to help unlock the word/s.

3

VOCABULARY WORK

NOTE TO TEACHER

Teacher can provide guided and independent practice activities to engage pupils in using vocabulary words learned.

- Teacher presents again the vocabulary words discussed in Day 1 and checks if pupils are still able to remember their meanings.



Teacher says: *Idi kalman, adda sumagmamano a baro a balikas nga intayo naadal ken inikkan ti kayatda a saoen. Adda pay dadduma a balikas a nausar met. Asino kadakayo ti adda saludsodna kadagitoy abalikas wenno iti istoria?* (We have discussed and learned the meaning of these words in the story. I have added a few words that were used also. Who among you have questions about these words or about the story?)

- *pansit*
- *puto*
- *keyk nga ubi*
- *dinawat* (ask/request)
- *regalo/sagut* (gift/present)
- *lobo* (balloon)

4

PHONOLOGICAL AWARENESS

- Teacher prepares a “Phonics Word Wall” that can be placed on the wall.
- Teacher reviews syllabication from Grade 1.



Teacher says: *Adda dagiti balikas a basaenyo. Kalpasanna, basaentayo manen a nainnayad tapno*

Sample of phonics word wall



Source: <http://larremoreteachertips.blogspot.com/2011/10/debbie-diller-on-word-walls.html>

NOTES

mangnggeg no mano a silaba ti maysa a balikas. Isipat ti ima kada silaba. Kas pangarigan ti balikas a “nakasagana” = na/ka/sa/ga/na/ = 5 a silaba.

(There are words you are going to read. Then read again slowly and clap for every syllable to count how many are there in a word. For example: “*nakasagana*” = na/ka/sa/ga/na = there are 5 claps which hint us having 5 syllables.)

- Then he or she asks pupils to do for the next words.
- Teacher then draws attention to the “Phonics Word Wall”
- Teacher asks volunteer pupils to stick the metacards on the appropriate letter on the “Phonics Word Wall.”

– *dinawatko*

– *maris ubi*

– *nakaiggem*

– *kaay-ayamko*

– *gagayyemko*

– *panagkasangayko*

– *agtanenakon*

5

PAIRED ACTIVITY

- Teacher prepares sample word pie on the board/manila paper/ old calendar sheet before the class (template at the last page of the TG).
- Teacher asks pupils to work in pairs. Pupils can use their notebook for this activity.

Teacher says: *Agaramidkayo iti maysa a “word pie.”*

Adda sampolko ditoy sango. Usaren dagiti balikas a napagsasaritaan ita nga aldaw. Iti word pie: 1) isurat tunggal silaba ti balikas;

2) usaren ti sao iti maysa a patang; ken 3) iladawan met daytoy.

(You are going to make a word pie. I have here a sample of it.

Use these words which we have discussed earlier today. In your word pie: 1) syllabicate the word; 2) use the word in a sentence; and 3) draw or illustrate too.) Refer to template below.

After 10 minutes, teacher asks pupils to exchange works with other pairs and let them share and correct the syllabication part of each other’s works. While sharing, teacher goes around checking pupils’ works.



NOTES

6

CONCLUDING THE SESSION

- Teacher asks pupils to copy the vocabulary words on their notebook to practice spelling at home.

– *pansit*

– *puto*

– *keyk nga ubi*

– *dinawat* (ask/request)

– *regalo/sagut* (gift/present)

– *lobo* (balloon)



Teacher says: *Inton bigat, agadaltayo pay iti ad-adu a balikas*
(Tomorrow, we will learn more words.)

- Teacher cheers on pupils for doing a good job on choral reading.

ALDAW

3



MATERIALS

- Copy of the poem or song
- Copy of the Leveled Reader: “Agtawenakon iti Pito”
- Phonics Word Wall
- Root Word Chart

I

ROUTINE

a. News Sharing

- Teacher reviews the song “*Aggayyemta Man*” in class. The lyrics are written in a board/manila paper/old calendar sheet so pupils can follow singing. He or she asks pupils to sing with him or her.
- Teacher then asks 1-2 pupils to share a good attitude they possess being a good friend to their classmates.

2

VOCABULARY WORK

Prefixes and root words

- Teacher prepares a “Root Word Chart” to be placed on the wall.
- Teacher presents the words with affixes and root words e.g. Ilokano

Prefix (<i>Pasakbay</i>)	Root word
<i>nag</i>	<i>riing</i>
<i>ag</i>	<i>basa</i>
<i>nag</i>	<i>pakada</i>
<i>manag</i>	<i>tulong</i>

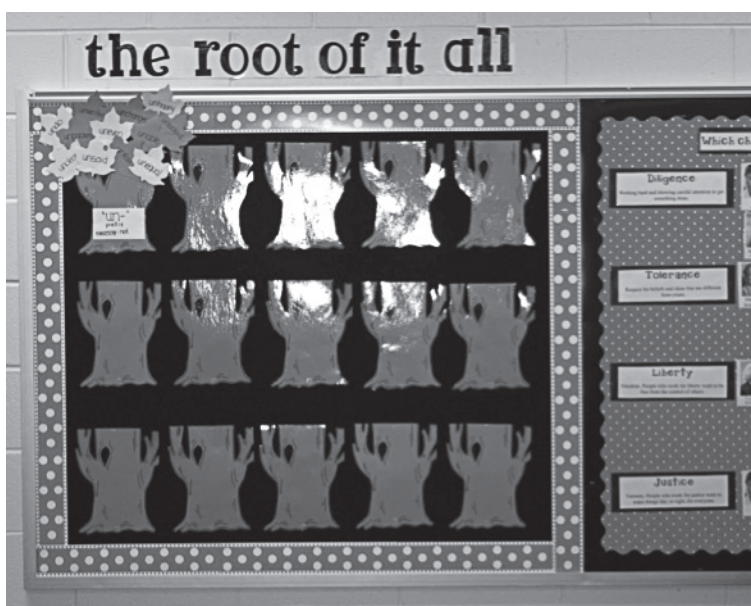
- One metacard for the affix and another for root word.

Teacher says: *Ti 'prefix' ket maysa/ dua wenno adu a letra/ balikas a mainayon iti pangrugian ti maysa a balikas [root word] tapno makaaramid iti baro a balikas. Kas pagarigan: 'ganyem', manayonan iti 'ag' ket agbalin nga "agganyem". (Prefixes are letter /letters/words added at the beginning of a root word to form a new word. For example: ganyem [friend] and if you add an affix ag = agganyem [means we're friends].)*

- As teacher discusses and explains affixes and root words, he or she also reminds the Pupils that one way of understanding or getting the meaning of words is by finding the root word.

Teacher says: *Ita, apaman a basaenyo manen dagitoy a balikas, agsipat iti tunggal silaba a manggegyo. (As you read again these set of words, clap for every syllable you hear.)*

- Teacher introduces the "Root Word Chart." Teacher assigns one tree for each prefix (ex. ag, nag) and asks the pupils to stick in the root words on the tree with its prefix.



Sample of root word chart

Source: <http://dandelionsdragonflies.blogspot.com/2011/10/stay-tuned.html>

3

RE-READING OF THE STORY

- Teacher prepares four columns on the blackboard/manila paper: masculine, feminine, common, neuter

Teacher says: *Basaentayo manen ti istoria a kadua ti parisyoy. Apaman a basabasaenyo ti istoria, sapulen dagiti nagan a mabalin a mansar iti tao. Isuratyo iti notbuk/kuaderno. (While reading the story, look for naming words that refer to people then write them in your notebook.)*

NOTES

Example: *nanang* (mother), *tatang* (father), *lolang* (grandmother), *kaay-ayam* (playmates), *gagayyem* (friends)

- Teacher asks pupils for answers and checks with them where in the table he or she writes the answers.
- Teacher explains more about naming words.



Teacher says: *Ti nagan ket addaan met iti 'gender'. 'Lalaki' para iti lalaki, 'Babai' para iti babai, 'Sapasap' mausar para iti nagan a mabalin iti babai ken lalaki, 'saan a tao' ket para kadagiti banag a saan para babai wenno lalaki.* (Naming words have gender: masculine for boys, feminine for girls, common for either boy or girl and neuter for naming words don't have any gender.)

Example:

Nagan (Naming Words)				
	Lalaki (Masculine)	Babai (Feminine)	Sapasap (Common)	Saan a Tao (Neuter)
<i>Nanang</i>		<i>nanang</i>		
<i>Tatang</i>	<i>Tatang</i>			
<i>Lolang</i>		<i>lolang</i>		
<i>kaay-ayam</i>			<i>kaay-ayam</i>	
<i>Gagayyem</i>			<i>gagayyem</i>	
<i>Lobo</i>				<i>lobo</i>

- Teacher then explains the columns and encourages pupils to look for more naming words in the story and they are going to think where in the column the word belongs.

4

NAMING WORDS



Teacher says: *Iti nagan para iti lalaki ken babai nga adda iti listaantayo, padasentayo man nga ited ti panglalaki wenno pangbabai nga awag.* (For masculine and feminine naming words here in our list, let's try to identify their male/female counterpart.)

Example:

Masculine	Feminine
<i>Tatang</i>	<i>Nanang</i>
<i>Lolong</i>	<i>Lolang</i>
<i>Maestro</i>	<i>Maestra</i>
<i>Mr.</i>	<i>Mrs.</i>

- Teacher writes the words that were identified already on the appropriate column and have pupil copy this on their notebooks and answer it. Pupils can also use the previous stories read.
- Teacher gives pupils 5 minutes to do this and lets them exchange works with their seatmates for correction.

NOTES

5

CONCLUDING THE SESSION

- Teacher ends the session by asking pupils to look at their partners, pat them on the back and say “Good job!/Well done!”

I

ROUTINE

a. News Sharing

- Teacher reviews the song “*Aggayemta Man*” in class. The lyrics are written in a board/manila paper/old calendar sheet so students can follow singing. He or she asks the pupils to sing with her.
- Teacher then asks 1-2 pupils to share a good attitude they possess being a good friend to their classmates.

2

RE-READING OF THE STORY

Teacher says: *Manipud idi Lunes, nagbasatayo ti istoria a napauluan ti “Agtawenakon iti Pito.” Isteria a nakapidutantayo iti nadumaduma nga adal. Makitatayo nga adda ayat saan laeng nga iti uneg ti pamilyana ngem uray kadagiti kaay-ayamna ken gagayyemna. Ammok nga ay-ayatenyo met dagiti klasmeytyo ta isuda ket kaay-ayamyo iti inaldaw ditoy pagadalan. Ita, basaenyo manen ti istoria kadua ti kaparehayo. (We have been reading the story “Agtawenakon iti Pito” since Monday. This is a story where we can learn about values in life as well. We’ve seen from the story that there’s love not only towards the members of the family but also towards the child’s friends and playmates. I know you love and respect all your classmates as you’re playing with each other almost every day here at school. Now, you are going to read again the story with your partner.)*

3

GROUP WORK: CLASS BOOK

Mini Lesson: Speech Bubbles and Think Cloud

Teacher says: *Agad-adaltayo kadagiti pamuspusan tapno mapapintas ken mapasayaat pay ti intay panagsurat. Ita nga aldaw adalentayo no kasano nga usaren ti ‘speech bubbles’ ken ‘think bubbles’ iti intay panangited ti biag kadagiti mangakem iti istoria. Makatulong daytoy tapno maamuantayo no ania ti ibagbaga wenno pampanunoten ti*

ALDAW

4



MATERIALS

- Copy of the poem or song
- Copy of the Leveled Reader: “Agtawenakon iti Pito”
- Phonics Word Wall
- Root Word Chart
- Speech Bubbles Sample

NOTES

karakter.

(We are learning many great ways to make our writing more exciting and today we are going to learn how to use speech bubbles and think clouds to make the characters in our story come to life. This will also help us know what the characters are thinking or saying.)

Model: “Sometimes in your stories we want to know what the characters are saying or thinking. One way to do this is through speech bubbles or talk bubbles.”

- Teacher shows a sample of a book as he or she points out the speech bubbles while reading it. Making sure to point out the structure of the think cloud vs. a speech bubble. He or she discusses how/what the character says matches the illustration and what is going on in the story.



Teacher says: *Iti panangaramidyo iti Class Book, usaren ti ‘speech bubbles’ wenno ‘think clouds’ tapno mangited pay iti dadduma a detalye no ania ti ibaga wenno pampanunoten ti karakter.* (As you work on your Class Book today, try adding speech bubbles or think clouds to share more details of what the characters are saying or thinking.)



- Teacher divides the class into 8 groups.

Teacher says: *‘Class Book’ ti sumaruno nga aramidenyo. Kitaenyo a nalaing ti pannakailadawan ti tunggal panid.* (This time, you are going to make a Class Book. Focus on the illustration on each page of the book.)



Teacher says: *Apaman a kitkitaentayo dagiti nailadawan iti tunggal panid, itedko ti aramiden ti tunggal grupo. Tunggal grupo, panunotenyo dagiti nangakem ket makasao, ania ngata ti pagsaritaanda?*

(While we are looking specifically at the illustration page by page, I will assign a page for your group. So, in your group, imagine if the characters in each illustration could talk, what do you think will they say?)

Group Assignments:

	Group
<i>Agtawenakon iti Pito (title on the cover page)</i>	1
<i>Nakasaganan ti amin.</i>	2
<i>Addan ti pansit ken puto.</i>	3
<i>Addan ti keyk nga ubi a dinawatko ken ni nanang.</i>	4
<i>Addan dagiti maris ubi a lobo a dinawatko ken ni tatang.</i>	5
<i>Addan ni Lolangko a nakaiggem ti regalo.</i>	6
<i>Addan dagiti kaay-ayamko ken gagayyemko.</i>	7
<i>Nakasaganan ti amin iti panagkasangayko.</i>	8
<i>Agtawenakon iti pito!</i>	9

NOTES

- As teacher assigns these groupings to each group, teacher reminds the pupils are expected to follow the guide:
 - Think then draw or illustrate in their own version the page assigned to them.
 - Write what the character/characters would say like in the comic strip.
 - Copy the text from the book below their own illustrations
 - Use speech bubbles for people and thinking bubbles for animals.

Teacher says: *Ubbing, usarenyo ti nabatbati pay nga oras a mangleppas iti Class Bookyo.* (You have the rest of the session to accomplish your work.)



- Teacher assigns designated areas for pupils to work. This may be outside but close enough for teacher to check and supervise.
- Teacher reminds the pupils of the rules when doing group activities.

4

CONCLUDING THE SESSION

Teacher says: *Inton bigat, ikkankayo iti sumagmamano a minuto tapno leppasen amin a saan pay a nalpas sakbay a maipresentar.* (Tomorrow, I will give you few minutes to finish everything for presentation.)



- Teacher reminds pupils about their spelling drill the next day.
- Teacher introduces a new cheer for the pupils and congratulates them for what they have accomplished so far.

I

ROUTINE

a. News Sharing

- Teacher reviews the song “*Aggayyemta Man*” in class. The lyrics are written in a board/manila paper/old calendar sheet so pupils can follow singing. He or she asks the pupils to sing with her.
- Teacher then asks 1-2 pupils to share a good attitude they possess being a good friend to their classmates.

ALDAW

5

NOTES

2

CLASS BOOK MAKING (CONTINUATION)

- Teacher gives the pupils 10 minutes to finish their works.



Teacher says: *Ammok nga inaramidyo amin a kabaalanyo idi kalman tapno malpasyo amin nga obrayo. Ikkankayo pay iti 10 a minuto a mangleppas.* (I know you have been working hard yesterday to finish all your work. Now, I am giving you 10 minutes to wrap up everything in creating your Class Book.)

3

GROUP PRESENTATION



Teacher says: *Sakbay nga ipakita dagiti inaramidyo, tunggal grupo ket mangited iti kapanunotan iti iparang ti dadduma a grupo. Mangdutoknak iti grupo nga agkomento. Mangpili iti maysa a miembro iti grupoyo a saan pay a nakapagkomento kadagiti napalabas a lawas.* (Before each group is going to present, I will assign which group to comment. Choose someone from your group who haven't tried commenting yet during our previous sessions.)

Group	Group Who Will Comment
1	Group 8
2	Group 7
3	Group 6
4	Group 5
5	Group 4
6	Group 3
7	Group 2
8	Group 1

- Teacher encourages pupils to give positive feedbacks and thanking the group as well.
- Teacher teaches a new clap or cheer for everyone who presented.

4

ASSESSMENT

a. Spelling Drill

- Teacher conducts spelling drill.
 - *pansit*
 - *puto*
 - *ube a keyk*
 - *dinawat* (ask/request)

- *regalo/sagut* (gift/present)
- *lobo* (balloon)

b. Participation in group work

c. Enrichment Activity

- At teacher's discretion, activities/exercises may be given for other topics discussed during the week.

5

CONCLUDING THE SESSION

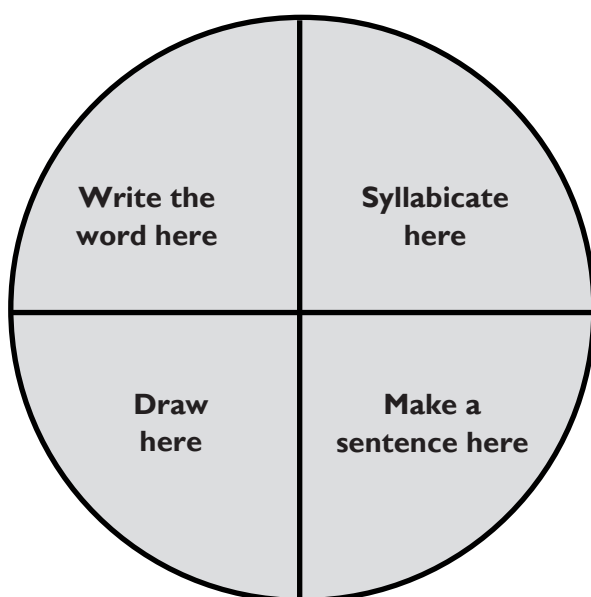
- To end the class teacher starts the Learning Log. He or she asks pupils to open to the last page of their notebooks where they will note what they have learned and how they feel about it. Teacher models filling it out as she provides template for pupils to copy. (Refer to template below.)
- Teacher wishes the whole class a good weekend.

TEMPLATE OF LEARNING LOG FOR DAY 5

(Teacher can do this every Wednesday and Friday in the succeeding weeks.)

Date	Lesson I remember we talked about (Ask them to write also if they have been the group leader or reporter or the one who gave comments during the week)	How do I feel about it? Draw the face. J = Easy L = Difficult K = Okay or so-so TEMPLATE FOR WO

TEMPLATE FOR WORD PIE



NOTES

WEEK

4

TEACHER'S GUIDE

GRADE 2 MOTHER TONGUE ILOKANO

**THEME: *DAGITI DADDUMA PAY A KAMENG TI PAMILIAK*
(MY BIGGER FAMILY/EXTENDED FAMILY)**

READ ALOUD STORY: “*TI MAYSA NGA IIT*” (“BROOMSTICK”)

GUIDED TEXT FOR READING: “*TI PAMILIAM!*” (“OUR FAMILY”)

**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 2
ILOKANO
QUARTER I, WEEK 4 (50 MINUTES PER DAY)**

Theme: *Dagiti Dadduma Pay a Kameng ti Pamiliak (My Bigger Family/Extended Family)*

Read Aloud Story: *"Ti Maysa nga lit" ("Broomstick")*

Text for Guided Reading: *"Ti Pamiliami" ("Our Family")*

Day	Domain	Objectives	Subject Matter
Daily	OL	<ul style="list-style-type: none"> Share personal experiences or stories individually to the class using a variety of words with proper phrasing and intonation 	<ul style="list-style-type: none"> Sharing experiences or personal information about
	LC	<ul style="list-style-type: none"> Give the correct sequence of 3-5 events in a story 	<ul style="list-style-type: none"> Read Aloud Story: <i>"Ti Maysa Nga lit" ("The Broomstick")</i>
I	OL	<ul style="list-style-type: none"> Relate one's experiences and ideas related to the topics using a variety of words with proper phrasing and intonation 	<ul style="list-style-type: none"> Sequencing events

DOMAINS: **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading
BPK – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness
HW – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
<p>1. Routine: Morning Sign-in</p> <ul style="list-style-type: none"> Teacher facilitates signing in attendance sheets Teacher has the option to teach a poem or song <p>2. Sharing Information</p> <ul style="list-style-type: none"> Teacher facilitates sharing information or news. The theme for Week 4: Talk about a member of your extended family. Teacher supports pupils sharing some news <p>* New sharing may be done in lieu of sharing information. Teacher has discretion to use both or one depending on the day's objectives and available contact time.</p> <p>3. Review through Games (optional)</p> <ul style="list-style-type: none"> Teacher leads a game to review past lessons <p>* Review through games is encouraged but are optional depending on the objectives of the day and the available contact time</p>	<p>1. Routine</p> <ul style="list-style-type: none"> Pupils sign in attendance sheets <p>2. Sharing Information/News</p> <ul style="list-style-type: none"> Selected pupils talk about a favorite book or a good book they have read in the past Selected pupils share news <p>3. Review through games</p> <ul style="list-style-type: none"> Pupils participate actively in games
<p>1. Routine: Morning Sign-in (same as Daily activities above)</p> <p>a. Sharing Information (same as Daily activities above)</p> <p>b. Review through Games (optional) (same as Daily activities above)</p> <p>2. Read Aloud Story: "Ti Maysa Nga lit"</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Teacher conducts <i>pre-reading activities</i>: 1) Word Work; 2) motivation/accessing prior knowledge; and 3) set motive question 	<p>1. Routine: Morning Sign-in (same as Daily activities above)</p> <p>a. Sharing Information (same as Daily activities above)</p> <p>b. Review through Games (optional) (same as Daily activities above)</p> <p>2. Read Aloud Story</p> <ul style="list-style-type: none"> Pupils talk about word/s introduced Pupils relate story to personal experiences
<p>PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development</p>	

Day	Domain	Objectives	Subject Matter
I			
2	OL	<ul style="list-style-type: none">Relate one’s experiences and ideas related to the topics using a variety of words with proper phrasing and intonation	<ul style="list-style-type: none">Guided Text for Reading: “Ti Pamiliami” (“Our Family”)Story characters and detailsReading with appropriate speed, intonation, expression and punctuation cues
	RC	<ul style="list-style-type: none">Identify characters in the poem/ storyGive correct sequence of details in the chant/story	
	PWR	<ul style="list-style-type: none">Read with understanding grade level words	
	F	<ul style="list-style-type: none">Read grade level text with appropriate speed, intonation, expression, and punctuation cues	

DOMAINS: **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading

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HW – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Teacher reads the Read Aloud Story <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Teacher goes back to motive question/s and let pupils answer it Teacher conducts <i>after reading activities</i> that will target on the following: identifying character/s and setting <p>3. Activity: Sequencing Events</p> <ul style="list-style-type: none"> Teacher facilitates activity to sequence events Teacher asks pupils to sequence the events <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Tell pupils that tomorrow they will be learning a chant Teacher ends the session by teaching the song: "Where is Grandpa?" 	<ul style="list-style-type: none"> Pupils listen to Read Aloud Story attentively guided by answering questions Pupils answer motive questions Pupils identify characters and setting. Pupils sequence events in the story. <p>3. Sequencing Events</p> <ul style="list-style-type: none"> Pupils sequence summary events Pupils copy events on their notebooks and draw their interpretation of the events <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Pupils sing a song
<p>I. Routine: Morning Sign-in (same as Daily activities above)</p> <p>a. Sharing Information (same as Daily activities above)</p> <p>b. Review through Games (optional) (same as Daily activities above)</p> <p>2. Guided Reading of the Text</p> <p><i>Pre-Reading Activities</i></p> <p>a. Word Work</p> <ul style="list-style-type: none"> Teacher gives high frequency and/or vocabulary words <p>b. Setting the Purpose</p> <ul style="list-style-type: none"> Teacher talks about what they will read <p><i>During Reading Activities</i></p> <p>c. Story Reading in Pairs</p> <ul style="list-style-type: none"> Teacher facilitates paired reading 	<p>I. Routine: Morning Sign-in (same as Daily activities above)</p> <p>a. Sharing Information (same as Daily activities above)</p> <p>b. Review through Games (optional) (same as Daily activities above)</p> <p>2. Guided Reading</p> <ul style="list-style-type: none"> Pupils read grade level with appropriate speed, intonation, expression, and punctuation cues Pupils adopt one or few strategies to decode difficult words Pupils are able to identify characters, setting, events, and other details of the chant/story Pupils read the chant/story with proper intonation, expression, and punctuation cues in groups
<p>PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development</p>	

Day	Domain	Objectives	Subject Matter
2			
3	PWR	<ul style="list-style-type: none">Read with understanding grade level text	<ul style="list-style-type: none">Guided Text for Reading: “<i>Ti Pamiliami</i>” (“Our Family”)Vocabulary Words
	F	<ul style="list-style-type: none">Read grade level text with appropriate speed, intonation, expression, and punctuation cues	
	V	<ul style="list-style-type: none">Use words unlocked during story reading in meaningful contexts	
	PA	<ul style="list-style-type: none">Syllabicate vocabulary words introduced	

DOMAINS: **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading

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HW – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> Teacher instructs pupils that if there are words they find difficult to read or do not understand, they write it on their notebooks <p><i>After Reading Activities</i></p> <p>d. Returning to the Text</p> <ul style="list-style-type: none"> Teacher asks pupils what words they had difficulty reading. He or she demonstrates the strategies: sounding out, predict, crosscheck, sample or search, read into a word, or skip a word and read on to decode the words. Teacher conducts echo reading. Teacher reads a sentence and pupils repeat. <p>e. Responding to the Text</p> <ul style="list-style-type: none"> Teacher discusses the characters in the chant/story. He or she can use the story map in the previous weeks. <p>3. Group Activity for Fluency</p> <ul style="list-style-type: none"> Teacher gives other enrichment activity when applicable <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher congratulates the group that gave the best presentation Teacher gives 5 spelling words 	<p>3. Group Activity for Fluency</p> <ul style="list-style-type: none"> Pupils participate in other enrichment activities <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Pupils copy spelling words
<p>1. Routine: Morning Sign-in (same as Daily activities above)</p> <p>a. Sharing Information (same as Daily activities above)</p> <p>b. Review through Games (optional) (same as Daily activities above)</p> <p>2. Rereading of Chant</p> <ul style="list-style-type: none"> Teacher facilitates rereading of the text <p>3. Syllabication</p> <ul style="list-style-type: none"> Teacher reviews syllabication and facilitates activities to build skills in syllabication and word formation 	<p>1. Routine: Morning Sign-in (same as Daily activities above)</p> <p>a. Sharing Information (same as Daily activities above)</p> <p>b. Review through Games (optional) (same as Daily activities above)</p> <p>2. Rereading of Chant</p> <ul style="list-style-type: none"> Pupils reread the text <p>3. Syllabication</p> <ul style="list-style-type: none"> Pupils syllabicate vocabulary words

PA – Phonological Awareness **PWR** – Phonics and Word Recognition

RC – Reading Comprehension **S** – Spelling **SS** – Study Skills **V** – Vocabulary Development

Day	Domain	Objectives	Subject Matter
3			
4	G	<ul style="list-style-type: none"> Identify and use verbs from the story 	<ul style="list-style-type: none"> Verbs and verb tenses Affixes and root words
	PWR	<ul style="list-style-type: none"> Identify affix and use word and use these to understand the meaning of the word 	
	PA	<ul style="list-style-type: none"> Form words from syllables 	

DOMAINS: **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading
BPK – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness
HW – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
4. Vocabulary Development <ul style="list-style-type: none"> Teacher facilitate activity in Vocabulary Development 5. Concluding the Session <ul style="list-style-type: none"> To end the class Teacher asks pupils to fill the Learning Log they started on Week 3, Day 5 Teacher leads singing of the song "Where is Grandpa?" taught on Day 1 	4. Vocabulary Development <ul style="list-style-type: none"> Pupils use vocabulary words in meaningful sentences 5. Concluding the Session <ul style="list-style-type: none"> Pupils fill in Learning Logs Pupils sing a song
1. Routine: Morning Sign-in (same as Daily activities above) 2. Sharing Information (same as Daily activities above) 3. Review through Games (optional) (same as Daily activities above) 4. Affixes and Root words <ul style="list-style-type: none"> Teacher reviews affixes and root word using the verbs from the story 5. Verbs <ul style="list-style-type: none"> Teacher talks about verbs and verb tenses Teacher gives skills activities on verbs 6. Concluding the Session <ul style="list-style-type: none"> Teacher leads singing the song: "Where is Grandpa?" taught on Day 1 Homework (optional): Pupils read one story or book any time within the day or at night at home. They must note the title and author. 	1. Routine: Morning Sign-in (same as Daily activities above) 2. Sharing Information (same as Daily activities above) 3. Review through Games (optional) (same as Daily activities above) 4. Affixes and Root Words <ul style="list-style-type: none"> Pupils identify affix and root word 5. Verbs <ul style="list-style-type: none"> Identify and name action words Form action words in the future tense by adding "ag" at the beginning 6. Concluding the Session <ul style="list-style-type: none"> Pupils sing a song Pupils read a book or story as homework
PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development	

Day	Domain	Objectives	Subject Matter
5	ATR	<ul style="list-style-type: none"> Browse/read books for various purposes such as learning for pleasure 	<ul style="list-style-type: none"> Reviewing a book read Spelling words
	S	<ul style="list-style-type: none"> Correctly spell grade level text 	<ul style="list-style-type: none"> Composing activity
	C	<ul style="list-style-type: none"> Express ideas about a book read 	

DOMAINS: **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading
BPK – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness
HW – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
1. Routine: Morning Sign-in (same as Daily activities above) a. Sharing Information (same as Daily activities above) b. Review through Games (optional) (same as Daily activities above) 2. Spelling Drill <ul style="list-style-type: none"> Teacher gives spelling test 3. Independent Reading <ul style="list-style-type: none"> Teacher facilitates independent reading 4. Book Review <ul style="list-style-type: none"> Teacher instructs pupils to write about the book/story they read yesterday Teacher facilitates sharing of work 5. Concluding the Session <ul style="list-style-type: none"> To end the class Teacher asks pupils to fill the Learning Log they started on Week 3, Day 5 Teacher leads the song: "Where is Grandpa?" taught on Day 1 	1. Routine: Morning Sign-in (same as Daily activities above) a. Sharing Information (same as Daily activities above) b. Review through Games (optional) (same as Daily activities above) 2. Spelling Drill <ul style="list-style-type: none"> Pupils answer spelling test 3. Independent Reading <ul style="list-style-type: none"> Pupils choose and read a book 4. Book Review <ul style="list-style-type: none"> Pupils write about a book they read 5. Concluding the Session <ul style="list-style-type: none"> Pupils fill in their Learning Log Pupils sing a song
PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development	

ALDAW

I



MATERIALS

1. Copy of the Read Aloud: “*Ti Maysa nga Iit*” (MTB-MLE Gr 2 TG p. 272)
2. Pictures of vocabulary words
3. Copy of a chant

I

ROUTINE

Teacher lets pupils sit with their “February Partner” for the week.

News Sharing

- Teacher introduces the theme for the week’s “sharing news” at the beginning of the class. “Talk about one member of your extended family maybe a grandparent, cousin, aunt/uncle.”
- Two or 3 pupils get a chance to share each day.
- To make the activity fun, the teacher can have a box or fish bowl with all the names of the pupils and he or she or the student who presented gets to pick the name for the next day.

Sharing News Guide for the Week

I have grandfather and grandmother.

(*Adda lolong ken lolangko.*)

My grandfather rides bicycle with me.

(*Kalubbonko ni Lolong iti bisikleta.*)

My grandmother loves to cook Inkiwar for me.

(*Gusgusto ni lolangko nga ilutuannak iti inkiwar.*)

I like eating her delicious biko.

(*Magusgustuak ti mangan iti naimas nga inkiwar ni Lolang.*)

- Teacher encourages pupils to express themselves confidently in front of other people.

2

READ ALOUD STORY:

“*TI MAYSA NGA IIT*” (“ONE BROOMSTICK”)

PRE-READING ACTIVITIES

a. Unlocking Some Words Using Pictures



Teacher says: *Ita nga aldaw, sakbay a basaentayo ti libro, kayatko a pagsasaritaan tayo dagiti sumagmamano a balikas a mabasatayo iti istoria.*
(Before we read our book today, Let us talk about some words that you will come across in the story.)

iit (broomstick)

parikut (problem)

reppet (bundle)

timpuyog (unity)

b. Motivation



Teacher says: *Ania dagiti kadanyan nga ar-aramidenyo idiay balayyo? Tumultulongkayo kadi met laeng kadagiti nagannak kadakayo wenno kakabsatyo?*

(What do you usually do when you are home? Do you help your parents/siblings in the house?)

NOTES

c. Motive Question

Teacher says: *Kabayatan a basbasae ti istoria, padasenyo nga ammuon no: Ania iti parikut ditoy istoria? Kasano a nasolbar ni Tatang daytoy?* (As I read the story, try to find out: What is the problem in the story? How did the Father solve it?)

d. Getting to Know the Story

Teacher says: *Kitaentayo ti paulo ti istoria a basaentayo.* (Let us look at the title that we will read)

- Teacher shows the title.

Teacher says: *Asino ti makaibaga iti paulona daytoy nga istoria?* (Who can tell me the title of the story?)

Husto! Ti paulona daytoy nga istoria ket: "Ti Maysa nga Iit." (That's right, the title of this story is: "One Broomstick.")

Manipud iti paulona daytoy nga istoria, ania ngata ti mabalin a mapasamak iti istoria? (From the title of the story, what do you think will happen in this story?)

Nakasaganakayo kadin a dumngeg, ubbing? (Are you ready to listen?)

DURING READING ACTIVITIES

- Teacher reads the story. He or she pauses at certain points.
- As the teacher reads the story, he or she guides or directs the pupils to follow from paragraph to paragraph:

Teacher directs pupils to read paragraph 1.

Teacher says: *Asino ti adda annakna ditoy istoriatayo?* (Who has children in the story?)

After reading paragraphs 2 and 3

Teacher says: *Sadino ti nakapasamakan daytoy nga istoria?* (Where did the story happen?)

Before reading paragraphs 4 and 5

Teacher says: *Apay ngata nga agsangsangit ni Marie?* (Why is Marie crying?)

Before reading paragraph 7

Teacher says: *Ania ngata ti inaramid ni Tata Tino kadagiti lima nga annakna?* (What did Tata Tino do?)

NOTES

After reading paragraph 8



Teacher says: *Apay nga inyarig ni Tata Tino iti sagad dagiti annakna?* (Why did Tata Tino compare his children to a bundle of a stick broom?)

AFTER READING ACTIVITIES

- Teacher goes back to the motive questions asked and let the pupils answer.



Teacher says: *Sakbay nga intay binasa ti istoria, adda dagiti sumagmamano a banag nga imbagak nga inkayo ammuken. Ket ita, intay sungbatan dagidiay.*

- Ania ti parikut ditoy istoriatayo?* (What was the problem in the story?)
- Kasano a nasolbar ni Tatang daytoy?* (How did the Father solve it?)



Teacher says: *Ditoy istoria a binasatayo, adda dagiti nadumaduma a miembro ti pamiliatayo. Asino pay dagiti dadduma a miembro ti pamiliatayo? Wen, dagitoy ket pakairamanan da lolang/ lolong, anti/ angkel ken dagiti kakasinsintayo. Maam-awagan daytoy iti “extended family” wenno daytoy ti ekstension ti pamiliatayo.* (In the story that we have read, we find different members of the family. What else are our other members of the family? Yes, these include our grandparents, uncles, aunts and cousins too. They are what we call our extended family.)

3

SEQUENCING THE EVENTS ACTIVITY

- Teacher summarizes the story into 3-5 events. He or she writes this on the board or strips of paper.
- Teacher then asks pupils to copy the events on their notebooks and to draw their version for each sentence. The output is individual.
- Ask pupils to share their works to their partners.



Teacher says: *Nakopia wenno naisuratyon dagiti agsasaruno a pasamak iti istoriatayo. Kada panid, idrowingyo dagiti pasamak dita bukodyo a notbuk. Ikkankayo iti 15 a minuto a mangaramid iti dayta. Kalpasanna, iparangyo dagitoy kadagiti katugan/ kaabay/ kaklaseyo.* (You have copied the sequence of events in our story. In your own notebook, draw/illustrate the event per page. You are given 15 minutes to do that. After you finished with your drawing/ illustration you can share it with your partner.)

4

CONCLUDING THE SESSION

Teacher says: *Inton bigat, agadaltayo ti maipapan iti chant.*

Ti chant ket ababa nga agsaruno a silaba wenno balikas a maikanta iti agpapada nga ayug. Mabalin met a kanta daytoy wenno melodia.

(Tomorrow, we will be learning a chant. A short, simple series of syllables or words that are sung on or intoned to the same note or a limited range of notes. It is also a song or melody.)

- Teacher cheers on the pupils for doing a good job on their reading and their group work activity.
- Teacher ends the session by teaching the song:
“Where is Grandpa?” With the tune of “Where is Thumbman?”

*Ayanna ni Lolong 2x
Adda ditoy 2x
Komustaka itatta? 2x
Nasayaat met 2x*

I

ROUTINE

a. Morning Prep

- Teacher rearranges class to sit with a different classmate in preparation for the Guided Reading Activity. He or she can have a mixed pairing of fast/average and slow readers.

b. News Sharing

- Teacher continues with their week’s sharing.
- Two or Three pupils get a chance to share each day.
- To make the activity fun, the teacher can have a box or fish bowl with all the names of the pupils and he or she or the pupils who presented gets to pick the name for the next day.

2

GUIDED READING

- Teacher conducts guided reading activity of “*Ti Pamiliami*” (Our Family)

Teacher says: *Ita, basaentayo ti maysa nga istoria maipanggep iti pamilia. Ngem sakbay a basaentayo, adda dagiti sumagmamano a balikas a kayatko a pagsaritaantayo.* (Today, we are going to read a story about a family. I know you have your own family. But before we read the story, there are words I want to discuss with you.)

NOTES

ALDAW

2



MATERIALS

1. Copy of the Read Aloud: “*Ti Maysa nga lit*” (MTB-MLE Gr 2 TG p. 272)
2. Pictures of vocabulary words
3. Copy of a chant
4. Copy of the story: “*Ti Pamiliami*” (MTB-MLE Gr 2 TG p. 115)
5. Two Corner Vocabulary Chart
6. Spelling Notebooks

NOTES

NOTE TO TEACHER

This chart can be used for any other vocabulary lessons.

a. Word Work

- Teacher introduces difficult words used in the story for unlocking.
- Teacher prepares a Two-Corners Vocabulary Chart on a manila paper/old calendar sheet and pictures of the following:

naragsak (happy)

masapa (early)

nasalun-at (healthy)

nagaget (industrious)

- Teacher leads the pupils to derive the meaning of the words in the story through letting the pupils identify the opposite word.
- Teacher posts the word “naragsak” in vocabulary word corner.
- Then he or she let his or her pupils pick from the set of words which one is “the opposite.”



Teacher says: *Asino ti umay ditoy sango ken mangpili iti kabaliktad ti balikas a ‘naragsak’?* (Who will come and choose which word is the opposite of “naragsak?”)

- Finally, teacher asks pupils to make a sentence using the word “naragsak.”

Example:

Two-Corner Vocabulary

Vocabulary Word:	Opposite:
<i>naragsak</i> (happy)	_____ (sad)

naragsak (happy) - *naliday*

nagaget (industrious) - *nasadut*

masapa (early) - *naladaw*

nasalun-at (healthy) - *managsakit*

b. Setting the Purpose

- Teacher introduces the Mini Lesson about Jazz Chant. Then he or she can demonstrate it using the 2-3 stanza of the poem.
- Teacher divides the class into groups of 2-3.
- Teacher asks pupils to refer to their copy of the poem.



Teacher says: *Nakasaganakayo kadin nga agbasa? Kitaenyo ti paulona. Ania ti paulona ti danintayo?*
(Are you ready to read? Let's look at the title first. So what's the title?)

Teacher says: *Ubbing, kitaenyo ta February Partner-yo ket ibagayo dagiti naisangsangayan a kapadasanyo a pakairamanan da lolong/lolang, anti/angel ken dadduma pay a miembro ti pamilya.* (Children, turn to your “February Partner” and share a memorable experience with your extended family like your grandpa/grandma/aunt/uncle.)

- Teacher asks for 1-2 volunteer pupils to share their answers.

c. Story Reading in Pairs

Teacher says: *Ala ngarud, itan ta nakitayo ti paulona ken addan kapanunotanyo maipanggep iti daytoy a danim, basaenyo ngarud daytoy kadagiti kaabay/kagrupoy.* (Okay, now that we have looked at the title and thought what the poem might be about, you are going to read the poem with your partners/groups.)

Teacher says: *Ubbing, kabayatan ti inkayo panangbasa, no adda man dagiti balikas a saanyo a mabasa ken maawatan, isuratyo dagitoy dita notbukyo.* (Class, if there are words you find difficult to read or do not understand, just write them in your notebooks while reading.)

- Teacher goes around to check paired reading.

d. Returning to the Text

- Teacher invites pupils to raise their hand and ask questions if there is a word they don’t understand. He or she demonstrates the strategies: sounding out, predict, crosscheck, sample or search, read into a word, or skip a word and read on to decode the words.
- Teacher guides those who are having difficulties.

The following strategies may be used to help pupils.

- **Looking at the words and “sounding them out.”**
- **Predict:** The reader uses what is known about the story to determine what the text might say or mean. The reader can also use illustrations to anticipate the meaning.
- **Crosscheck:** The reader uses more than one source of information to confirm or discount a prediction in order to construct meaning.
- **Sample or Search:** The reader scans the various sources of information, such as looking at the picture, looking for sight words, or looking for repeating pattern.
- **Read into a word:** The reader continues looking at all the letters and hears all the sounds that make up the word, rather than stopping at the first letter and guessing. This is sometimes called the bulldozing through the word.

NOTES

NOTE TO TEACHER

The story has no writer thus, it’s not included in the Setting the Purpose.

NOTES

– **Skip a word and read on:** The reader skips a word in order to use the rest of the sentence to increase the context. The reader returns to the unknown word and uses the extended context to figure it out.

- Teacher can either model these if they have forgotten or ask some pupils to demonstrate it to help unlock the word/s.
- Teacher writes these difficult words on the board, uses it in a sentence, and asks the pupils if they can figure out the meaning of the words based on context.

e. Responding to the Text

- Teacher discusses the characters in the poem. He or she can use the story map in the previous weeks to discuss this.

Guide:

- Title
- Main Characters
- Sequence of the events
- Pupils' Connection

3

GROUP ACTIVITY FOR FLUENCY



Teacher says: *Igrupokayo iti 3-4. Tunggal grupo ket agbasa iti daytoy chant/danin. Ikkankayo iti 3-5 a minuto a mangpraktis. Kalpasanna, ikkankayo iti gundaway nga ag-chant / agdanin ti sanguanan ti klase.* (I will group the class into 3-4. Each group is assigned to read this chant/poem. You are given 3-5 minutes to practice. Then afterwards, you are going to present it in class.)

- Teacher gives feedback on proper speed, expression, intonation, and punctuation cues for each group.

4

CONCLUDING THE SESSION

- Teacher gives 5 spelling words that she asks students to practice spelling and writing at home. These are grade level words taken from the 2 texts discussed on Days 1 and 2.

- | | | | |
|--------------------|-------------------|-------------------|----------------------|
| 1. <i>naragsak</i> | 2. <i>natalna</i> | 3. <i>masapa</i> | 4. <i>nasalun-at</i> |
| 5. <i>iit</i> | 6. <i>reppet</i> | 7. <i>parikut</i> | 8. <i>timpuyog</i> |



Teacher says: *Ubbing, pagsaritaantayonto pay a nalaing daytoy istoria inton bigat.*

- Teacher congratulates the group that gave the best presentation.
- Teacher cheers on the students for doing a good job on choral reading.

I

ROUTINE

a. Morning Prep

- Teacher rearranges class to sit with a different classmate in preparation for the Guided Reading Activity. He or she can have a mixed pairing of fast/average and slow readers.

b. News Sharing

- Teacher continues with their week's sharing."
- Two or 3 pupils get a chance to share each day.
- To make the activity fun, the teacher can have a box or fish bowl with all the names of the pupils and he or she or the student who presented gets to pick the name for the next day.

2

REREADING OF CHANT

- Teacher asks pupils to reread the chant in pairs.
- Teacher checks speed, intonation, expressions, and punctuation cues.

3

VOCABULARY WORK

- Teacher presents again the vocabulary words discussed in Days 1 and 2, and asks volunteer pupils to use them in sentences.

<i>iit</i>	<i>naragsak</i> (happy)
<i>reppet</i>	<i>nasapa</i> (early)
<i>parikot</i>	<i>nasalun-at</i> (healthy)
<i>timpuyog</i>	<i>nagaget</i> (industrious)

4

GRAMMAR

Collective Nouns

- Teacher introduces samples of collective nouns in MT Ilokano for further understanding.

Pagarigan (Examples):

Pangen ti ikan/lames (school of fish)

Sapad ti saba (a bunch of bananas)

Reppet ti utong (a bundle of string beans)

ALDAW

3



MATERIALS

- Copy of the Read Aloud: "Ti Maysa nga lit" (MTB-MLE Gr 2 TG p. 272)
- Pictures of vocabulary words
- Copy of a chant
- Copy of the story: "Ti Pamiliami" (MTB-MLE Gr 2 TG p. 115)

NOTES

5

PHONOLOGICAL AWARENESS

- Teacher reviews syllabication. Teacher lets pupils read all vocabulary words. Then he or she asks students to read it again slowly and clap for every syllable.
- Teacher can demonstrate how to syllabicate a word. Then he or she asks pupils to do for the next words.



Teacher says: *Asino kadakayo ti mayat a mapan mangpaskil ti umno a letra/silaba idiay 'Phonics Word Wall?'* (Who wants to post the right letter/syllable on our Phonics Word Wall?)

6

PAIRED ACTIVITY

- Teacher asks pupils to work in pairs. They will make a word pie (similar to Week 3) using one of the vocabulary words.



Teacher says: *Ubbing, no malpaskayo, mabalinyon ti makisinnukat kadagita kakaduayo. Kitaenyo a naimbag dagiti inaramid ti kakaduayo ket ibagayo dagiti rumbeng nga aramiden no adda man nagbiddutanda.* (After you have done your word pie, exchange your work with your classmates. Make sure to check if they have correct syllabication but give comments properly.)

- Teacher goes around during sharing to check students' works.

7

CONCLUDING THE SESSION

- Teacher asks pupils to fill the Learning Log they started on Weeks 3, Day 5.
- End the session by reviewing the song: "Where is Grandpa?" Taught on Day 1.

ALDAW

4

I

ROUTINE

a. Morning Prep

- Teacher rearranges class to sit with a different classmate in preparation for the Guided Reading Activity. He or she can have a mixed pairing of fast/average and slow readers.

b. News Sharing

- Teacher continues with their week's sharing.
- Two or 3 pupils get a chance to share each day.

To make the activity fun, the teacher can have a box or fish bowl with all the names of the pupils and he or she or the student who presented gets to pick the name for the next day.

2

MULTISYLLABIC GAME

- Teacher prepares Ilokano multisyllabic words before the session.
- Teacher gives pupils a long, multisyllabic word (*panagtitinnulong*). In groups of 7-8, they form as many words as they can (in one minute) by breaking up the syllables. It might be helpful if the words are formed from small cards with syllables to visually demonstrate breaking syllable to form new words.

Ex: *panagtitinnulong*, *sangsangkamaysa*

- Whoever wins three times first is the winner.

3

AFFIXES AND ROOT WORDS

NOTE: This part discusses about affixes - the words which are added to a root word or another word to form new word(s). These include prefixes (added before the word, like "ag", infixes (added in between the word or root word) and suffixes which are added at the ending part of the word(s) or root word. But this lesson focuses only on prefixes such as "ag".

- Teacher reviews affixes and root word using the verbs from the story.

Sample words

Prefix	Root word
ag	sangit
	luto
	dalus
	mula
	trabaho
	kararag

- Teacher asks some examples from pupils/volunteers some words with affixes/prefixes.

NOTES



MATERIALS

1. Copy of poem or song
2. Sample of Affixes (Prefix) and root Words
3. Copy of a poem or song
4. Copy of Learning Log

NOTE TO TEACHER

This is the same as Day 2 game.

NOTES

4

VERBS



Teacher says: *Ti 'ag' a maisilpo sakbay ti tignay a balikas wenno puon a balikas ket ipakitana a daytoy ket saan pay a napasamak. Ita, kitaen dagiti insuratko ditoy pisarra-- nanang, lolo ken kasinsin. Tunggal maysa kadakayo ket mangipresentar iti maysa a naidumduma a pasamak/ inaramidda kadakayo. Iaktoyo man daytoy.* (Affixes like “ag” tell that the verb is not done. “Ag” denotes action that still needs to be done in the future. Look at these words I have written on the board-nanang, lolo, and kasinsin. You are going to act out one special thing that they have done.)

5

INDIVIDUAL WORK ON VERBS

- Teacher gives 10 minute task that pupils can work on individually or in pairs using the “ag + verb” format.



Teacher says: I will give you ten minutes to work with your pairs. Form a new word using ag+ verb. Try to make at least 5 examples.

- Have pupils share their works to classmates.

6

CONCLUDING THE SESSION

- Teacher ends the session by reviewing the song taught in Day 1.
- Teacher gives homework to read one story or book any time within the day or at night at home. They must note the title and author

ALDAW

5

I

ROUTINE

a. Morning Prep

- Teacher re-arranges class to sit with a different classmate in preparation for the Guided Reading Activity. He or she can have a mixed pairing of fast/average and slow readers.

b. News Sharing

- Teacher continues with their week's sharing.
- Two or 3 pupils get a chance to share each day.

- To make the activity fun, the teacher can have a box or fish bowl with all the names of the pupils and he or she or the student who presented gets to pick the name for the next day.

2

SPELLING DRILL

- Teacher gives spelling drill of words with “ag” + verb words.

3

INDEPENDENT READING

- Teacher gives pupils time to choose and read a book of their chose. After, pupils write a book review. Refer to the sample below.

4

BOOK REVIEW

- They will write the title and author. They will draw what the book is about. They finish this sentence:

Book Review

Paulo ti libro (Title of the book): _____

Autor (Author): _____

Ti Istorya ket maipapan iti (The book/story is about)

Draw here of what the story is about

Ti magusgustuak a paset ti libro/istoria ket...

(My favorite part in the book/story is ...)

Ti saanko unay a magustuan a paset ti istoria ket ...

(My least favorite part in the book/story is ...)

5

CONCLUDING THE SESSION

- Teacher ends the class by asking pupils to fill the Learning Log they started on Week 3, Day 5.
- He or she ends the session by reviewing the song: “*Ayanna ni Lolo*” taught on Day 1.

NOTES



MATERIALS

1. Reading Books
2. Sample of Book Review
3. Spelling Notebooks

WEEK

5

TEACHER'S GUIDE

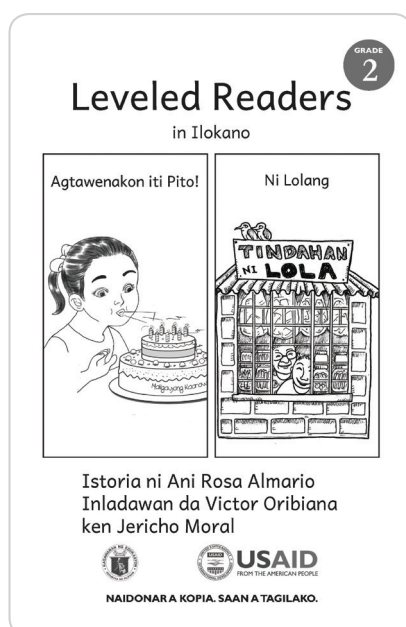
GRADE 2

MOTHER TONGUE

ILOKANO

THEME: DAGITI DADDUMA PAY A KAMENG TI PAMILIAK
(MY BIGGER FAMILY/EXTENDED FAMILY)

LEVELED READER: “NI LOLANG ” (“LOLA MINDA”)



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 2
ILOKANO
QUARTER 1, WEEK 5 (50 MINUTES PER DAY)**

Theme: *Dagiti Dadduma Pay a Kameng ti Pamiliak (My Bigger Family/Extended Family)*
Leveled Reader: *"Ni Lolang" ("Lola Minda")*

Written by Ani Rosa Almario and illustrated by Jericho Moral

Day	Domain	Objectives	Subject Matter
Daily	OL	<ul style="list-style-type: none"> Share personal experiences or stories individually to the class using a variety of words with proper phrasing and intonation 	<ul style="list-style-type: none"> Sharing of News
	F	<ul style="list-style-type: none"> Read grade level text with appropriate speed Read grade level text with appropriate intonation, expression, and punctuation cues 	<ul style="list-style-type: none"> Guided Reading of Leveled Reader: <i>"Ni Lolang" ("Lola Minda")</i> Noting details from the story Identification of related concepts to Math
I	PWR	<ul style="list-style-type: none"> Read content area related sight words (Math) 	
	RC	<ul style="list-style-type: none"> Identify characters and setting of the story 	

DOMAINS: **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading
BPK – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness
HW – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
1. Sharing News <ul style="list-style-type: none"> Teacher asks pupils to share some news/ something that happened yesterday or that morning 2. Review through Games (optional) <ul style="list-style-type: none"> Teacher leads a game to review past lessons * Review through games is encouraged but are optional depending on the objectives of the day and the available contact time	1. Sharing News <ul style="list-style-type: none"> Pupils share news to the class 2. Review through Games <ul style="list-style-type: none"> Pupils actively participate in games
1. Sharing News (same as Daily activities above) 2. Review through Games (same as Daily activities above) 3. Guided Reading of Leveled Reader <ul style="list-style-type: none"> Teacher conducts guided reading activity of "Ni Lolang" Pre-Reading Activities a. Word Work <ul style="list-style-type: none"> Teacher introduces 2-3 vocabulary words for unlocking b. Activating Prior Knowledge <ul style="list-style-type: none"> Teacher asks 1-2 questions relating experiences to the story c. Setting the Purpose <ul style="list-style-type: none"> Teacher gives a sentence or two to describe setting of the story. Teacher then gives the title, author, and illustrator of the story. d. Motive Question <ul style="list-style-type: none"> Teacher sets motive question 	1. Sharing News (same as Daily activities above) 2. Review through Games (same as Daily activities above) 3. Guided Reading <ul style="list-style-type: none"> Pupils talk about word/s introduced Pupils participate actively in pre-reading discussion Pupils read the story in pairs and in class through echo and choral reading Pupils identify details in the story Pupils participate in other post-reading activities 4. Concluding the Session <ul style="list-style-type: none"> Pupils sing a song

PA – Phonological Awareness **PWR** – Phonics and Word Recognition

RC – Reading Comprehension **S** – Spelling **SS** – Study Skills **V** – Vocabulary Development

Day	Domain	Objectives	Subject Matter
I			
2	F	<ul style="list-style-type: none"> • Read grade level text with appropriate speed • Read grade level text with appropriate intonation, expression, and punctuation cues 	<ul style="list-style-type: none"> • Guided Reading of Leveled Reader: “Ni Lolang” (“Lola Minda”) • Vocabulary words • Relating story events to experiences • Consonant blends
	RC	<ul style="list-style-type: none"> • Relate story events to one’s experiences 	
	V	<ul style="list-style-type: none"> • Use words unlocked during story in meaningful contexts 	
	PA	<ul style="list-style-type: none"> • Read words with consonant blends • Give the sounds of the consonant blends 	

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HW – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
<p><i>During Reading Activity</i></p> <p>a. Paired Reading</p> <ul style="list-style-type: none"> Teacher facilitates paired reading <p>b. Echo Reading</p> <ul style="list-style-type: none"> Teacher facilitates echo reading <p>c. Choral Reading</p> <ul style="list-style-type: none"> Teacher facilitates echo reading <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Teacher gives post-reading questions focusing on character, setting, and sequence events <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher teaches a song related to the lesson or leveled reader 	
<p>1. Sharing News (same as Daily activities above)</p> <p>2. Review through Games (same as Daily activities above)</p> <ul style="list-style-type: none"> 3. Rereading of Story Teacher lets pupils read in pairs. Have pupil A read to pupil B. Teacher facilitates decoding strategies, when applicable <p>4. Vocabulary Work</p> <ul style="list-style-type: none"> Teacher reviews vocabulary words – use in meaningful sentences <p>5. Phonics and Word Recognition</p> <ul style="list-style-type: none"> Teacher introduces words with consonant blends and clusters. Pupils read them and classify them whether these are items that can be bought in a “<i>tianggi</i>” (neighborhood store) <p>6. Paired Activity</p> <ul style="list-style-type: none"> Teacher gives paired activity that allows pupils to relate the story to own experience and that will activate words related to Math 	<p>1. Sharing News (same as Daily activities above)</p> <p>2. Review through Games (same as Daily activities above)</p> <p>3. Rereading of Story</p> <ul style="list-style-type: none"> Pupils read to pairs Pupils use decoding strategies, when applicable <p>4. Vocabulary Work</p> <ul style="list-style-type: none"> Pupils use vocabulary words in sentences <p>5. Phonics and Word Recognition</p> <ul style="list-style-type: none"> Pupils identify words with consonant blends <p>6. Paired Activity</p> <ul style="list-style-type: none"> Pupils participate actively in paired activity <p>7. Concluding the Session</p> <ul style="list-style-type: none"> Pupils sing a song
<p>PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development</p>	

Day	Domain	Objectives	Subject Matter
2			
3	F	<ul style="list-style-type: none"> Read grade level text with appropriate speed Read grade level text with appropriate intonation, expression, and punctuation cues 	<ul style="list-style-type: none"> Guided Reading of Leveled Reader: <i>"Ni Lolang"</i> (<i>"Lola Minda"</i>) Vocabulary words Relating story events to experiences Consonant blends
	V	<ul style="list-style-type: none"> Use the combination of affixes and root word as clues to get the meaning of the words 	
	G	<ul style="list-style-type: none"> Identify verbs in the story and be able to tell when it is done Identify subject and predicate in the sentence 	
4	F	<ul style="list-style-type: none"> Read grade level text with appropriate speed Read grade level text with appropriate intonation, expression and punctuation cues 	<ul style="list-style-type: none"> Guided Reading of Leveled Reader: <i>"Ni Lolang"</i> (<i>"Lola Minda"</i>) Composition Activity: Finish the story
	RC	<ul style="list-style-type: none"> Relate story events to one's own experiences (Bridging: similar with English competency in listening comprehension) 	

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Teacher's Activities	Learner's Activities
7. Concluding the Session <ul style="list-style-type: none"> Teacher tells pupils that tomorrow they are going to read the story again. This time Pupils B will read to Pupils A. Teacher lets pupils sing a song 	
1. Sharing News (same as Daily activities above) <ul style="list-style-type: none"> Review through Games (same as Daily activities above) 2. Rereading of Leveled Reader <ul style="list-style-type: none"> Teacher lets pupils read in pairs. Have pupil B read to pupil A Let pupil A look for action words 3. Vocabulary Work <ul style="list-style-type: none"> Teacher discusses affixes and root words based on the verbs in the story 4. Grammar <ul style="list-style-type: none"> Teacher discusses verbs and tenses 5. Concluding the Session <ul style="list-style-type: none"> Tell pupils that tomorrow they are going to read the story again Let the pupils sing a song 	1. Sharing News (same as Daily activities above) <ul style="list-style-type: none"> Review through Games (same as Daily activities above) 2. Rereading of Leveled Reader <ul style="list-style-type: none"> Pupils read to pairs Pupils look for action words in the story 3. Vocabulary Work <ul style="list-style-type: none"> Pupils isolate root word from affixes in action words 4. Grammar <ul style="list-style-type: none"> Pupils are able to tell when an action is done Pupils participate in group and paired exercises <ul style="list-style-type: none"> Pupils accomplish individual activities 5. Concluding the Session <ul style="list-style-type: none"> Pupils sing a song
1. Sharing News (same as Daily activities above) <ul style="list-style-type: none"> Review through Games (same as Daily activities above) 2. Rereading of Text <ul style="list-style-type: none"> Read story in pairs 3. Story Discussion <ul style="list-style-type: none"> Answer questions about the story in groups Sharing of answers to other groups 4. Composing Activity <ul style="list-style-type: none"> Start composing activity in pairs 	1. Sharing News (same as Daily activities above) <ul style="list-style-type: none"> Review through Games (same as Daily activities above) 2. Rereading of Text <ul style="list-style-type: none"> Pupils read in pairs 3. Story Discussion <ul style="list-style-type: none"> Pupils answer questions about the story 4. Composing Activity <ul style="list-style-type: none"> Pupils start working on a composing activity in pairs
PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development	

Day	Domain	Objectives	Subject Matter
4	C	<ul style="list-style-type: none">Express oneself through illustrations, phrases, and sentences	
	OL	<ul style="list-style-type: none">Use expressions appropriate to the grade level to give opinions about text read	
5	RC	<ul style="list-style-type: none">Sequence 3-5 events in the story	<ul style="list-style-type: none">Composition ActivitySilent ReadingSequencing Events
	ATR	<ul style="list-style-type: none">Browse/read books for various purposes such as for learning of for pleasure	
	S	<ul style="list-style-type: none">Correctly spell grade level text	

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Teacher's Activities	Learner's Activities
5. Concluding the Session <ul style="list-style-type: none"> Teacher tells pupils that they will continue with their works the next day Let the pupils sing a song 	5. Concluding the Session <ul style="list-style-type: none"> Pupils sing a song
1. Sharing News (same as Daily activities above) 2. Review through Games (same as Daily activities above) 3. Sequencing Events <ul style="list-style-type: none"> Teacher lets pupils sequence events from the story 4. Sharing of Composing Activities <ul style="list-style-type: none"> Pupils share their works from Day 4 with other classmates 5. Spelling Check <ul style="list-style-type: none"> Teacher gives spelling drill to pupils 6. Concluding the Session <ul style="list-style-type: none"> Teacher wishes the pupils a good weekend 	1. Sharing News (same as Daily activities above) 2. Review through Games (same as Daily activities above) 3. Sequencing Events <ul style="list-style-type: none"> Pupils sequence events 4. Sharing of Composing Activities <ul style="list-style-type: none"> Pupils share their outputs Pupils comment and perform tasks assigned when observing works of others 5. Spelling Check <ul style="list-style-type: none"> Pupils participate in a spelling test 6. Concluding the Session <ul style="list-style-type: none"> Pupils sing a song
PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development	

ALDAW

I



MATERIALS

1. Bowl/box with pupils' name (used since week 1)
2. Guide for news sharing
3. Copy of Leveled Reader: "Ni Lolang"
4. Pictures of Vocabulary words

I

ROUTINE: NEWS SHARING

- Teacher introduces the theme for the week's "news sharing": Talk about something that happened yesterday or this morning.



Teacher says: *Ubbing, itatta a lawas, no mabunot ti naganyo ditoy mallukong/ karton, agsaritakayo kadagiti bambanag a napasamak kadakayo idi kalman wenno itattay bigat. Adda met ipadamagko kadakayo. Idi kalman, simmangpet daytay kabsatko a lalaki a naggapu idiyay Manila. Maysa isuna a propesor. Kas kaniak, mangisursuro met isuna ngem saan a kas kadakayo nga ub-ubbing. Mangisursuro isuna iti maysa nga unibersidad wenno kolehio. Naragsakak gapu ta nabayagen a saankami a nagkitkita.* (Children, this week, if your name is picked from our bowl/box, you will talk about something that happened to you yesterday or this morning. I also have news for you. Yesterday, my brother arrived from Manila. He is a professor. Like me, he teaches but he doesn't teach children. He teaches in a university or college. I was very happy because we haven't seen each other in a long time.)

- Teacher introduces the structure for sharing and picks 1-2 pupils to share in class.

Sharing News Guide for the Week

Naimbag a bigatyo/malemyo, kaklase/kaeskuela.

(Good morning/afternoon, classmates.)

Siak ni _____ (My name is _____)

Adda kayatko nga ipadamag kadakayo.

(I have news I would like to share with you.)

Idi kalman/Tattay bigat _____

(Yesterday/This morning _____)

Agyamanak, kaeskuela.

(Thank you, classmates.)

2

GUIDED READING OF LEVELED READER
"NI LOLANG"

PRE-READING ACTIVITIES

a. Word Work

- Teacher writes on the board the words "tianggi" (store) and "agsupli" (giving change after purchase). He or she asks pupils if they understand these words and explains them. These are only suggested words.

NOTES

Tianggi (store)

Teacher says: *Mapanak idiay store/ tianggi tapno gumatangak iti maysa a supot nga asin ken maysa bukel a kamatis.*

(I go to the store to buy a pack of salt and a piece of tomato.)

Ti store/ tianggi ket maysa a lugar a pakagatangan kadagiti bambanang. Adda dagiti dadakkel a tianggi. Idia karrubayo adda kadi dakkel wenno bassit nga store/ tianggi? (A store is place where you can get or buy things. There are big stores, like in a market or mall, and small stores. In your neighborhood, do you see big or small stores?)

panagsupli (giving change after purchase)

Teacher says: *Idia store/ tianggi, no adu ti agatang, matikawak nga agited iti supli. Adu dagiti agatang a kasapulan nga itedko ti suplida aglalo no dadakkel ti gatad ti kuarta a pagbayadda.*

(In the store, if there are many customers, I get confused giving change. There are many people that I need to give back money or change if they give me more than enough for an item.)

Ti panagsupli ket naggapu iti puon ti balikas a 'supli'. Ti supli ket isu ti kuarta a naisubli iti daydiay gimatang kalpasan a naikkat ti bayad daydiay innalana wenno ginatangna. ("Agsupli" comes from the root word, "sukli". "Sukli" is the money that refers to the change. "Agsupli" is the act of giving back the change.)

b. Activating Prior Knowledge

Teacher asks: *Napadasanyo kadin ti napan idiay store/ tianggi tapno gumatang? Ania ti ginatangyo?*

(Have you tried going to a store to buy something?
What did you buy?)

c. Setting the scene

Teacher says: *Daytoy istoriatayo ket maysa nga ubing a timmulong ken ni lolangna nga aglako iti store/ tianggi. Kitaentayo daytoy sango ti libro. Asino ti mangbasa iti daytoy paulo ti libro?* (In our story, a child went to the store. Let's look at the cover of the book. Who can read the title of the book?)

Husto, ti paulo daytoy a libro ket, "Ni Lolang."

(Right, the title of the book is "Si Lola Minda.")

d. Motive Question

Iti istoria a binasatayo, ania iti trabaho ni Lola Minda ken ania iti aramidenna kadagiti ubbing? (Right, the title of the book is "Lola Minda." What is the work of Lola Minda and what does she do with the child in the story?)

Teacher says: *Nakasaganakayo kadin a mangbasa?*

(Are you ready to read?)

NOTES

DURING READING ACTIVITIES

a. Paired Reading

- Teacher distributes copies of leveled readers and asks pupils to read the story in pairs.

b. Echo Reading

- Teacher informs the class that they will do echo reading. He or she explains procedure.



Teacher says: *Ita ta nabasayo daytoy istoria nga agkakaabay/agkakadua, basaentayo manen. Basaek nga umuna ti kada linia ket agsardengak iti apagbiit, sumarunokayo nga agbasa.* (Now that you have read the story in pairs, we will read the story again. I will read it first line by line and you will follow after I pause.)

- Teacher reads the story. In reading, teacher emphasizes expression, intonation and following punctuation cues.

c. Choral Reading

- Teacher asks pupils to read the book together as a class.



Teacher says: *Ita, dakayo ti mangbasa iti daytoy nga istoria. Basaen nga aggigiddan.* (Now, you are going to try to read the story together as a class.)

AFTER READING ACTIVITIES

- Teacher asks for characters in the story. He or she can ask volunteer pupils to give answer and write it on the metacard. Then they will stick it on the “Story Map” on the wall introduced During Week 1
- Teacher discusses the story:
 - *Ania iti trabaho ni Lolang?*
(What is Lolang’s work?) (motive question)
 - *Asino iti agsasao idiaq istoria?* (Who is speaking in the story?)
 - *Sadino ti nakapasamakan ti istoria?* (Where did the story happen?)
- Teacher has the answers on metacards and let pupils to stick it on the “Story Map” (introduced since Week 1) under setting.
 - *Apay a simmurot ‘diay ubing ken ni Lolang?*
(Why did the boy go with Lolang to the store?)
 - *No sika ‘diay ubing, ania ti piliem?* (If you were the boy, what would you buy?) (Teacher lists down the pupils’ answers on the blackboard.)
 - *Kitaen ti panid 3. Ania ti ar-aramiden da lolang ken ‘diay ubing no awan ti aggatatang? Ania a leksion iti Matematika ti ad-adalenda?*
(Look at page 3. What does Lolang and the boy do when there are no customers? ...What lesson in Math are they studying?)

- Write answer on the board: “*manayonan*” (addition). Check if they know the names/concept of “addends”, plus and equal signs.
- Explain and point out what are these.

3

CONCLUDING THE SESSION

- Teacher tells pupils that tomorrow they will read the story again.
- Teacher introduces the song: “*Sagmamano*” (How much?). In succeeding days, they can change the bold words in the song. Let pupils identify what words they want to use.
- Teacher gives spelling words: *mano* (how much), *panagsupli* (give change), *tianggi* (store), *piliin* (choose)

Sagmamano? (How much?)

(tune of “How much is that doggie in the window?”)

*Sagmamano ti **lapis** idiy tianggi?*

(How much is that pencil in the store?)

Sagsisingko iti maysa (A peso is all it will be)

Napukaw ‘diay lapis nga us-usarek

(I lost the pencil that I use)

‘Diay lapis nga il-ilalaek (A pencil is all that I need)

Sagmamano? Sagmamano? (How much, how much?)

Mano ti bayadak, apo?

(How much will this thing all cost me?)

NOTES



BRIDGING

English words used in the story: candy and ice

I

ROUTINE: NEWS SHARING

- Teacher continues news sharing.

2

DIPHTHONG

a. Game

- Match the word with the picture. Inform pupils that there are different pictures on the walls of the class and that these are things they can buy in a store. They search under their tables if there are metacards with names of the pictures. They are to match the names with the pictures.

ALDAW

2



MATERIALS

1. Copy of poem or song
2. Copy of Leveled Reader: “*Ni Lolang*”
3. Pictures in Cards

NOTES

b. Discussion

- Teacher displays pictures/words with diphthongs.

Examples: *baboy* (pig), *pagay* (rice), *lugaw* (porridge), *sagaysay* (comb), *tabungaw* (bottle gourd)

- Teacher asks items they can find in stores. *Sagaysay* and *pagay* can go together. Explain that *tabungaw* (bottle gourd) and *lugaw* (porridge) can be bought in a local restaurant or “*karinderia*.” Put them together.

Baboy can be bought in the market.

- Teacher then puts emphasis on the paired letters: *sagaysay-pagay* and *tabungaw-lugaw*. Ask the pupils if they find any similarities. Lead pupils to look at the last two letters.
- Teacher shows the last two letters on metacards: “*ay*”, “*aw*”, and “*oy*”. Teacher explains that these are “diphthongs.”



Teacher says: *Ti diphthong ket addaan nadumaduma nga uni ngem maymaysa dagitoy a kas ti ‘oy’ ‘idiay’ ‘baboy’.* (A diphthong is a single gliding sound that varies in phonetic quality but is said to be a single sound such as “oi” in “toy.”)

- Teacher asks pupils to find a word that has the “oy” diphthong to join the “*baboy*” word. Examples are *lungboy* (java plum) and *langoy* (swim)

c. Activity: Diphthong

- Teacher asks pupils to write 5 diphthongs in their notebooks. Let them exchange notebooks with partners to check answers.

3

REREADING OF STORY

- Teacher lets pupils reread the story in pairs. Assign Pupil A and Pupil B. Pupil A can read the story to Pupil B.
- Let pupils write the difficult words on their notebooks. Review the pupils on the strategies for decoding discussed during Week 1.
- Teacher discusses difficult words that pupils identified, if any.

4

VOCABULARY WORK

- Teacher reviews vocabulary words.
- Teacher asks pupils things sold in stores. Assign a type of store for each row in the classroom. It can be neighborhood store, supermarket, market, mall, etc. In pairs, they are to draw the inside of the store and the items that are sold in the type of store assigned to their row. They will also label the items sold.

- Teacher informs them that they can continue working during break time, but they don't bring it home. They can leave it under their tables/desks.

5

CONCLUDING THE SESSION

- Teacher tells pupils that tomorrow they will read the story again.
- Teacher lets them sing the song "Sagmamano." They can change the item in the song.

1

ROUTINE: NEWS SHARING

- Teacher continues news sharing.

2

CONSONANT BLENDS**a. Game**

- Teacher has a similar game as Day 2. This time the words and pictures used are those with consonant blends.
For example: *blusa, krayola, prutas*

b. Discussion

- Teacher emphasizes on the first two beginning letters of the words which are consonant blends. He or she asks the pupils to make the sounds of the letters. Teacher explains that these are consonant blends.

Teacher says: *Dagitoy a dua a letra ket maan-awagan a "consonant blends". Ti "consonant blends" ket grupo ti dua a pauni iti maysa a balikas a mangbukel iti naidumduma nga uni. Adda pay kadi mapanunotyo a sabali pay a balikas nga addaan "consonant blends"? Mangtedkayo: ts, br, kr, ken gr. (These two letters are called consonant blends. Consonant blends are groups of two or three consonants in words that make a distinct sound. Can you think of other words with consonant blends?)*

- Give prompts of blends: ts, br, kr and gr.
- Teacher models how to sound out the consonant blends and asks the pupils to repeat.

NOTES**ALDAW**

3

**MATERIALS**

1. Copy of poem or song
2. Copy of Leveled Reader: *Ni Lolang*
3. Words/pictures with consonant blends

NOTE TO TEACHER

Teacher can provide more activities for pupils to learn consonant blends in Ilokano.

**BRIDGING**

The words "blusa," "krayola," and "prutas" are also used in Filipino.

NOTES

3

RE-READING OF LEVELED READER

- Teacher lets pupils reread the story in pairs. Assign Pupil A and Pupil B. Pupil B can read the story to Pupil A.
- Let pupils find the action words in the story.

4

PARTS OF A SENTENCE AND VERB REVIEW

NOTE TO TEACHER

This is a review. Teacher may not spend too much time on this.

- Teacher shows some verbs on the board. He or she asks pupils if they found these words in the story.
nagbantay (tending) *gumatang* (buy) *agserra* (close)
- He or she checks if they still remember what verbs are from past lesson. And he or she uses one of the verbs in a sentence.

Ni tatang ti nagbantay idiay balay.



Teacher explains: *Ti insuratko ket patang* (sentence). *Ti Patang ket grupo dagiti balikas nga addaan kompleto a kaipapanan.* (What I wrote is a sentence. It is a sentence because it is a group of words that forms a complete thought.)

- Teacher asks what the verb is. Then, he or she asks who is doing the action. He or she underlines the verb and encircles the person doing it.
- He or she then goes on to explain that the circled part is the subject. This is a review already.



Teacher explains: *Ti subject ket isu ti tao, lugar, banag wenno kapanunotan a mapagsasaritaan iti patang.* (The subject is the person, place, thing, or idea that the sentence is about.)

- Give sample sentences where teacher asks pupils to identify subject.

Here are some suggested sentences.

Nasingpet ni Lolang.

Naimas ti kankanen.

Agtayab ti manok.

- Teacher then draws attention to the other half of the sentence. He or she explains to the pupils that this other half is the predicate. This is a review already.



Teacher explains: *Ti "subject" ket isu ti mapagsasaritaan. Ti "predicate" ket isu ti masarita maipanggep iti "subject."*

NOTES

5

ACTIVITY TITLE

- Teacher divides class into 10 groups. Teacher prepares words/phrases that form a sentence. He or she gives these to each group and they have to find the other half that will make it form into a sentence that makes sense.
- Ask pupils to write the sentences on strips of papers. The “merged groups” present their work to class and teacher checks if it is correct.

Part 1	Part 2
<i>Nagkaraykay</i> (scratch)	<i>ti manok</i> (The chicken)
<i>Nabanglo</i> (smells good)	<i>ti sabong</i> (The flower)
<i>Agay-ay-ayam idiy kalsada</i> (is playing on the street)	<i>ti ubing</i> (The child)
<i>Nasam-it ken naimas</i> (sweet and delicious)	<i>ti kankanen</i> (The biko)
<i>Agputputed iti kayo</i> (is chopping wood)	<i>ni Tatang</i> (Father)

6

CONCLUDING THE SESSION

- Teacher tells pupils that tomorrow they will read the story again.
- Teacher lets them sing the song “*Sagmamano*.” They can change the item in the song.

I

ROUTINE: NEWS SHARING

- Teacher continues news sharing.
- Teacher gives a short 3-5 minute game to review of past sessions if time permits.

2

RE-READING THE STORY

- Teacher asks pupil to read the story again in pairs.

Story Discussion

- Teacher asks the following question for pupils to answer in pairs. Then ask for 2 volunteer pupils to give their answers in class.

ALDAW

4

NOTES



MATERIALS

1. Copy of leveled reader: “Ni Lolang”
2. Sample of Composing Activity

- *Ania a “subject” ti paglaingan ni Lolang?*
(In what subject is Lolang good?)
- *Ania ti kaririken ti ubing maipanggep iti panangtulongna ken ni Lolang? Kasano met ngata ti rikna ‘diay lolangna? Kasano ngata met ti karirikenana ‘diay apokona a simmurot kenkuana?*
(What do you think the boy feels about helping Lolang? How about the grandmother? What do you think she feels that her grandson went with her?)
- *No saankayo a mapan idiay eskuelaan, ania dagiti bambanag nga ar-aramidenyo?* (When you don’t have to go to school, what things do you do?)
- *Kasano met ti itutulongyo kadagiti miembro ti pamilyayo?*
(How do you help members in your family?)
- *Ania pay dagiti dadduma a bambanag a tagilako ni Lolang idiay tianggina?* (What are other things sold in a store like Lolang’s?)
- *Nasayaat kadi ti ar-aramiden ni Lolang a panagsapul para iti panagbiag? No sika met ti kas kenkuana, ania met ti ilakom?*
(Do you think what Lola Minda does for a living is good? If you were to become an entrepreneur, what would you sell?)

3

COMPOSING ACTIVITY

- Ask pupils to bring out their paired work from Day 2 where they drew the inside of their store and what they sell. Ask them to write the prices of their goods beside them.
- Then ask the pairs to write a sentence or two to advertise their store. Give a sample such as:
Nalaka ti lakomi ditoy. Sumrekkayo, apo!
(The goods here are cheap. Please come in.)
- For the remaining time, pupils can also decorate their illustrations and make it more attractive.

4

CONCLUDING THE SESSION

- Teacher tells pupils that tomorrow, they are going to display their work.
- Let them sing the song “Sagmamano.”

1

ROUTINE: NEWS SHARING

- Teacher continues news sharing.
- Teacher gives a short 3-5 minute game to review past sessions if time permits.

2

SEQUENCING EVENTS

- Teacher puts up all the enlarged photos from the leveled reader around the room.
- Ask volunteer pupils to take the photos and arrange themselves in order. They will also talk about what happened in the story as represented by their illustration.
- The rest of the class will confirm if it is correct or wrong.

Enrichment Activity:

- Let pupils copy the summarized events from the blackboard (3-5 events).
- Let the pupils label the sentences as 1 to 5 in order of the story.

3

SHARING OF COMPOSING ACTIVITIES

- Teacher lets each pair display their work on the table. Some may also display it on the walls in the hallway of the classrooms.
- As pupils go around, they take note of what they will want to buy from each “store” illustrated. Then they also choose their top 3 stores. They should be able to explain why they want these stores.
- Ask pupils to go back to their seats and share with their partners their answers. Then ask 5-8 volunteer pupils to share in class.

4

SPELLING CHECK

- Teacher conducts spelling test of words identified. Also have dictation of two sentences.

5

CONCLUDING THE SESSION

- Teacher wishes the pupils a good weekend.
- Pupils sing the song: “Sagmamano.”

ALDAW

5



MATERIALS

1. Copy of poem or song
2. Pictures or illustrations of the leveled reader
3. Spelling notebooks

WEEK

6

TEACHER'S GUIDE

GRADE 2 MOTHER TONGUE ILOKANO

THEME: *DAGITI MAKAPARAGSAK NGA AR-ARAMIDEK A KADUAK
TI PAMILIAK* (FUN THINGS I DO WITH MY FAMILY)

READ ALOUD STORY: “*IDIAY BAYBAY*” (“AT THE SEA”)

GUIDED TEXT FOR READING: “*TI PAMILIAM!*” (“OUR FAMILY”)

**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 2
ILOKANO
QUARTER 1, WEEK 6 (50 MINUTES PER DAY)**

Theme: *Dagiti Makaparagsak nga Ar-aramidek a Kaduak ti Pamiliak*
(Fun Things I Do with My Family)

Read Aloud Story: “*Idiay Baybay*” (“The Sea”)

Guided Text for Reading: “*Ti Pamiliak*” (“Our Family”)

Day	Domain	Objectives	Subject Matter
Daily	OL	<ul style="list-style-type: none"> Share personal experiences or stories individually to the class using a variety of words with proper phrasing and intonation 	<ul style="list-style-type: none"> Sharing of Information Sharing of news Review through Games
	LC	<ul style="list-style-type: none"> Sequence events from the story Identify the difference between a story or a poem 	<ul style="list-style-type: none"> Read Aloud Story: “<i>Idiay Baybay</i>” (“The Sea”) Sequencing events Vocabulary words
I	V	<ul style="list-style-type: none"> Use words unlocked during story reading in meaningful contexts 	

DOMAINS: **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading
BPK – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness
HW – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
<p>I. Routine</p> <p>a. Sharing Information</p> <ul style="list-style-type: none"> Teacher asks pupils to share something about things they do or like to do with their family <p>b. Sharing News (optional)</p> <ul style="list-style-type: none"> Teacher facilitates sharing of news <p>* This is an optional activity based on objectives for the day and allocated contact time with pupils.</p> <p>c. Review through Games (optional)</p> <ul style="list-style-type: none"> Teacher reviews pupils of past lessons as preparation of examination week <p>* This is an optional activity based on objectives for the day and allocated contact time with pupils</p>	<p>I. Routine</p> <p>a. Sharing Information</p> <ul style="list-style-type: none"> Pupils talk about fun things they do or would like to do with their families <p>b. Sharing News (optional)</p> <ul style="list-style-type: none"> Pupils share news about themselves or families or immediate surroundings <p>c. Review through Games (optional)</p> <ul style="list-style-type: none"> Pupils participate actively in review
<p>I. Routine (same as above under Daily activities)</p> <p>a. Sharing Information</p> <p>b. Sharing News (optional)</p> <p>c. Review through Games (optional)</p> <p>2. Story Sharing</p> <ul style="list-style-type: none"> Teacher asks a pupil to share a story that he or she have read <p>3. Read Aloud Story - "Idiay Baybay"</p> <ul style="list-style-type: none"> Teacher conducts the Read Aloud Story following the reading plan 	<p>I. Routine (same as above under Daily activities)</p> <p>a. Sharing Information</p> <p>b. Sharing News (optional)</p> <p>c. Review through Games (optional)</p> <p>2. Story Sharing</p> <ul style="list-style-type: none"> Teacher asks a pupil to share a story that he or she have read
<p>PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development</p>	

Day	Domain	Objectives	Subject Matter
I			
2	F	<ul style="list-style-type: none">Read grade level text with appropriate speed, intonation, expression, and punctuation cues	<ul style="list-style-type: none">Guided Reading: “<i>Ti Pamiliak</i>” (“Our Family”)Difference between story and poem
	V	<ul style="list-style-type: none">Use words unlocked during story in reading meaningful contexts	
	RC	<ul style="list-style-type: none">Note details from the storyIdentify the difference between a story and a poem	

DOMAINS: **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading
BPK – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness
HW – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
<p><i>Pre-Reading Activity</i></p> <ul style="list-style-type: none"> Teacher conducts activities for unlocking vocabulary, activating prior knowledge, and setting the scene/motive question <p><i>During Reading Activity</i></p> <ul style="list-style-type: none"> Teacher reads the story aloud <p><i>After Reading Activity</i></p> <ul style="list-style-type: none"> Teacher discusses the story <p>4. Sequencing events</p> <ul style="list-style-type: none"> Teacher gives an activity for paired work that involves sequencing events from the story <p>5. Poem: Cleanliness</p> <ul style="list-style-type: none"> Teacher introduces a short poem Teacher facilitates discussion on story vs. poem <p>6. Concluding the Session</p> <ul style="list-style-type: none"> Teacher leads and instructs how to sing the poem "Pagbanglimpyo" 	<p>3. Read Aloud Story</p> <ul style="list-style-type: none"> Pupils read vocabulary words and use these in sentences Pupils listen to the read aloud story Pupils listen to the story attentively Pupils are able to give the characters, setting and plot of the story <p>4. Sequencing Events</p> <ul style="list-style-type: none"> Pupils sequence events from the story <p>5. Poem: Cleanliness</p> <ul style="list-style-type: none"> Pupils read the poem Pupils tell the difference between a story and poem <p>6. Concluding the Session</p> <ul style="list-style-type: none"> Pupils sing the poem introduced
<p>1. Routine (same as above under Daily activities)</p> <p>a. Sharing Information</p> <p>b. Sharing news (optional)</p> <p>c. Review through games (optional)</p> <p>2. Guided Reading of the Text</p> <ul style="list-style-type: none"> Teacher conducts guided reading activity of "Ti Pamiliak" ("Our Family") <p><i>Pre-Reading Activities</i></p> <p>a. Word Work</p> <ul style="list-style-type: none"> Teacher introduces 2-3 high frequency words and/or difficult words for unlocking <p>b. Setting the Purpose</p> <ul style="list-style-type: none"> Teacher gives the title of the story 	<p>1. Routine (same as above under Daily activities)</p> <p>a. Sharing Information</p> <p>b. Sharing news (optional)</p> <p>c. Review through games (optional)</p> <p>2. Guided Reading of the Text</p> <ul style="list-style-type: none"> Pupils describe vocabulary words Pupils read the story in pairs Pupils use decoding strategy for difficult words Pupils participate in echo reading Pupils identify and note details from the story
<p>PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development</p>	

Day	Domain	Objectives	Subject Matter
2			
3	F	<ul style="list-style-type: none"> Read grade level text with appropriate speed, intonation, expression, and punctuation cues 	<ul style="list-style-type: none"> Guided Reading: “<i>Ti Pamiliak</i>” (“Our Family”)
	OL	<ul style="list-style-type: none"> Use expressions appropriate to the grade level to give opinions on a text read 	<ul style="list-style-type: none"> Noting details and sequencing of events Story discussion

DOMAINS: **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading
BPK – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness
HW – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
<p><i>During Reading Activities</i></p> <ul style="list-style-type: none"> Teacher asks pupils to refer to <i>Ilokano Kagamitan sa Mag-aaral</i> (Learner's Manual) <p>c. Story Reading in Pairs</p> <ul style="list-style-type: none"> Teacher facilitates paired reading <p><i>After Reading Activities</i></p> <p>d. Returning to the Text</p> <ul style="list-style-type: none"> Teacher asks pupils discuss difficult words, if any Teacher conducts echo reading <p>e. Responding to the Text</p> <ul style="list-style-type: none"> Teacher talks about details in the story <p>4. Spelling</p> <ul style="list-style-type: none"> Teacher gives pupils spelling word for review <p>5. Concluding the Session</p> <ul style="list-style-type: none"> Teacher reviews the poem learned in Day 1. He or she teaches pupils on how to sing the poem. He or she reviews the difference between a story and a poem. 	<p>3. Concluding the Session</p> <ul style="list-style-type: none"> Pupils tell the difference between a song and a story Pupils sing a song
<p>1. Routine (same as above under Daily activities)</p> <p>a. Sharing Information</p> <p>b. Sharing News (optional)</p> <p>c. Review through Games (optional)</p> <p>2. Story Sharing</p> <ul style="list-style-type: none"> Teacher asks a pupil to share a story that he or she have read <p>3. Rereading of Text</p> <ul style="list-style-type: none"> Teacher asks pupils to reread the story in pairs. Pupil B can read to Pupil A. <p>4. Noting Details and Sequencing Events</p> <ul style="list-style-type: none"> Teacher facilitates activity on noting details and sequencing events 	<p>1. Routine (same as above under Daily activities)</p> <p>a. Sharing Information</p> <p>b. Sharing News (optional)</p> <p>c. Review through Games (optional)</p> <p>2. Story Sharing</p> <ul style="list-style-type: none"> Pupil share a story that he or she have read <p>3. Rereading of Text</p> <ul style="list-style-type: none"> Pupils read the story in pairs <p>4. Noting Details and Sequencing Events</p> <ul style="list-style-type: none"> Pupils answer questions about the story Pupils sequence events

PA – Phonological Awareness **PWR** – Phonics and Word Recognition

RC – Reading Comprehension **S** – Spelling **SS** – Study Skills **V** – Vocabulary Development

Day	Domain	Objectives	Subject Matter
3			
4	F	<ul style="list-style-type: none"> Read grade level text with appropriate speed, intonation, expression, and punctuation cues 	<ul style="list-style-type: none"> Guided Reading: “<i>Ti Pamiliak</i>” (“Our Family”) Verbs Parts of a sentence
	G	<ul style="list-style-type: none"> Identify verbs and say when the action is done Identify parts of a sentence (subject and predicate) 	
5	LC	<ul style="list-style-type: none"> Retell story 	<ul style="list-style-type: none"> Guided Reading: “<i>Ti Pamiliak</i>” (“Our Family”) Spelling words Composing activity in groups
	S	<ul style="list-style-type: none"> Pupils spell correctly grade level words 	
	SS	<ul style="list-style-type: none"> Follow instructions in a test carefully 	
	ATR	<ul style="list-style-type: none"> Browse/read books for various purposes such as for learning or pleasure 	

DOMAINS: **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading

BPK – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness

HW – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
<p>5. Story Discussion</p> <ul style="list-style-type: none"> Teacher facilitates discussion of story in groups <p>6. Concluding the Session</p> <ul style="list-style-type: none"> Congratulate pupils for their group work Let pupils sing the song they learned in Day 2 	<p>5. Story Discussion</p> <ul style="list-style-type: none"> Pupils answer discussion questions in group <p>6. Concluding the Session</p> <ul style="list-style-type: none"> Pupils sing a song
<p>1. Routine (same as above under Daily activities)</p> <p>a. Sharing Information</p> <p>b. Sharing News (optional)</p> <p>c. Review through Games (optional)</p> <p>2. Story Sharing</p> <ul style="list-style-type: none"> Teacher asks a pupil to share a story that he or she have read <p>3. Rereading of Text</p> <ul style="list-style-type: none"> Teacher asks pupils to reread the story in pairs. Pupil A can read to Pupil B. Teacher reviews on verbs and telling when actions are made <p>4. Sentences</p> <ul style="list-style-type: none"> Teacher reviews parts of sentence Teacher gives skills activities <p>5. Concluding the Session</p> <ul style="list-style-type: none"> Teacher gives homework that can be used for composing activity the following day 	<p>1. Routine (same as above under Daily activities)</p> <p>a. Sharing Information</p> <p>b. Sharing News (optional)</p> <p>c. Review through Games (optional)</p> <p>2. Story Sharing</p> <ul style="list-style-type: none"> Teacher asks a pupil to share a story that he or she have read <p>3. Rereading of Text</p> <ul style="list-style-type: none"> Pupils read the story in pairs <p>4. Review on Verbs</p> <ul style="list-style-type: none"> Pupils identify the verbs in the story Pupils are able to tell when action is done <p>5. Sentences</p> <ul style="list-style-type: none"> Pupils identify subject and predicate Pupils construct sentences <p>6. Concluding the Session</p> <ul style="list-style-type: none"> Pupils accomplish homework
<p>1. Routine (same as above under Daily activities)</p> <p>a. Sharing Information</p> <p>b. Sharing News (optional)</p> <p>c. Review through Games (optional)</p> <p>2. Story Sharing</p> <ul style="list-style-type: none"> Teacher asks a pupil to share a story that he or she have read 	<p>1. Routine (same as above under Daily activities)</p> <p>a. Sharing Information</p> <p>b. Sharing News (optional)</p> <p>c. Review through Games (optional)</p> <p>2. Story Sharing</p> <ul style="list-style-type: none"> Pupils shares a story that he or she have read
<p>PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development</p>	

Day	Domain	Objectives	Subject Matter
5			
DOMAINS: AK – Alphabet Knowledge ATR – Attitude Towards Reading BPK – Book Print Knowledge C – Composition F – Fluency G – Grammar Awareness HW – Handwriting LC – Listening Comprehension OL – Oral Language			

Teacher's Activities	Learner's Activities
<p>3. Story Retelling</p> <ul style="list-style-type: none"> • Teacher facilitates story retelling 	<p>3. Story Retelling</p> <ul style="list-style-type: none"> • Pupils retell the story
<p>4. Spelling Check</p> <ul style="list-style-type: none"> • Teacher gives activity spelling activity 	<p>4. Spelling</p> <ul style="list-style-type: none"> • Pupils spell grade level words
<p>5. Composing Activity – Recipe Book Making</p> <ul style="list-style-type: none"> • Teacher facilitates recipe book making in groups 	<p>5. Composing Activity – Recipe Book Making</p> <ul style="list-style-type: none"> • Pupils write recipe from their homework
<p>6. Concluding the Session</p> <ul style="list-style-type: none"> • Teacher gives homework: Read a story or a book that you can write about next week • Teacher thanks class and wish them a good weekend 	<p>6. Concluding the Session</p> <ul style="list-style-type: none"> • Pupils read a story during weekend
<p>PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development</p>	

ALDAW

I



MATERIALS

1. Copy of Read Aloud story: “Idiay Baybay” (“At the Sea”) (MTB-MLE Gr 2 TG)
2. Pictures of vocabulary words
3. Sample of Graphic Organizer
4. Copy of the poem or song

I

ROUTINE

- Teacher lets pupils sit with their “September Partner” for the week.

News Sharing

- Teacher introduces the theme for the week’s “sharing news” at the beginning of the class. “Talk about things you do or like to do with your family.”
- Two or 3 pupils get a chance to share each day.
- To make the activity fun, the teacher can have a box or fish bowl with all the names of the pupils and he or she or the student who presented gets to pick the name for the next day.

Sample:

Sharing News Guide for the Week

1. Magustuak ti mapan idiay baybay a kaduak ti pamilyak.
2. Naragsakkami nga agpipiknik idiay igid ti baybay.
3. Magustuak ti agar-aramid iti kastilio a kaduak ni manangko.

2

STORY SHARING

- Only one pupil per day shares.



Teacher says: *Asino ti mangiburay iti istoria maipanggep iti nabasana nga istoria?* (Who will share to the class about the story you have read?)

3

READ ALOUD STORY:
IDIAY BAYBAY (AT THE SEA)

PRE-READING ACTIVITIES

- Teacher conducts activities for unlocking vocabulary, activating prior knowledge, and setting motive question/s.

a. Unlocking Some Words Using Pictures



Teacher says: *Ita nga aldam, sakbay a basaentayo ti libro, kayatko a pagsasaritaantayo dagiti sumagmamano a balikas nga intay makita iti istoria.* (Before we read our book today, I want to talk about some words that you will come across in the story.)

- The teacher shows the pictures.

Picture 1: Look at the picture. (Teacher shows the picture of a bathing suit.)

NOTES

Teacher says: *Adda baro a bathing suit a ginatang ni nanangko.*
(I have a new bathing suit which my mom bought for me.)

Picture 2: *bambanti* (scarecrow)

Teacher says: *Adda bambanti iti tengnga ti taltalon.*
(There is a scarecrow in the middle of the field.)

Picture 3: *kappo* (clam)

Teacher says: *Nakabirok ni Coni iti kappo iti uneg ti danum.*
(Coni found a big clam under water.)

Picture 4: starfish

Teacher says: *Nadumaduma ti maris ti starfish.*
(The starfish has different colors.)

Picture 5: *kappi* (crab)

Teacher says: *Adu ti kappi idia baybay.*
(There are many crabs at the sea.)

Picture 6: *kastilio* (castle)

Teacher says: *Dagiti ubbing ket magusgustuanda ti agar-aramid iti kastilio idia igid ti baybay.* (The children like to make castle at the seaside.)

b. Motivation

Teacher says: *Napadasanyo kadin ti napan nagpiknik idia baybay? Ania dagiti isaganada nanangmo no mapankayo idia?*
(Have you tried going to the sea to for picnic? What are the things your mother prepares when you go there?)

c. Motive Question

Teacher says: *Dumnggekayo, ubbing, ta basaek ti istoria nga “Idia Baybay”. Kitaentayo man no kastoy ti ar-aramidenyo no dakayo ti mapan idia baybay.* (Children, listen as I read the story “At the Sea”. What things do the children do in the seashore?)

d. Getting to Know the Story

Teacher says: *Kitaentayo ti istoria a basaentayo.*
(Let us look at the story that I will read)

- Teacher shows the cover.

Teacher says: *Asino ti makaibaga iti paulona daytoy nga istoria?*
(Who can tell me the title of the story?)

Husto! Ti paulona daytoy nga istoria ket: ‘Idia Baybay.’
(That’s right, the title of this story is: ‘At the Sea.’)

NOTES

Manipud iti paulona daytoy nga istoria, ania ngata ti mapasamak iti istoria? (From the title of the story, what do you think will happen?)

Nakasaganakayo kadin a dumngeg? (Are you ready to listen?)

DURING READING ACTIVITIES

- Teacher reads the story. He or she pauses at certain points.
- As the teacher reads the story, he or she guides or directs the pupils to follow from paragraph to paragraph:

Teacher directs pupils to read paragraphs 1-4.

After reading paragraphs 1-4



Teacher says: *Ania ngata dagiti makmakan nga insagana ni nanang?* (What do you think are the different foods mom has prepared.)

Before reading paragraphs 5-6



Teacher says: *Ania ngata ti paglugananda a mapan idia baybay?* (Where do you think will they ride going to the sea?)

After reading paragraphs 7-8



Teacher says: *No dakayo ni Tina, ania ngata ti karirikenayo no dakayo ti nakakita iti kappo ken kappi?* (If you were Tina, what do you feel when you see clam and crab?)

After reading paragraph 9



Teacher says: *Ania ti napasamak ken ni Tina kalpasan ti panagpiknikda?* (What happened to Tina after their picnic?)

AFTER READING ACTIVITIES

- Teacher goes back to the motive questions asked and let the pupils answer.



Teacher says: *Ania dagiti inaramid dagiti ubbing iti istoriatayo?* (What did the children do in our story?)

- Using the “Story Map Chart” done during the previous week, teachers asks his or her students questions some of the basic elements of the story like:
 - *Sadino ti nakapasamakan daytoy nga istoria?* (Where did the story happen?)
 - *Asino dagiti nangnangruna a karakter iti istoria?* (Who are the characters in the story?)
 - *Ania dagiti agsasaruno a pasamak iti istoriatayo?* (What are the events in our story?)

NOTES

4

VOCABULARY WORK

Teacher says: *Asino kadakayo ti makausar iti balikas a _____ iti maysa a patang.* (Who wants to use this word _____ in a sentence?)

bathing suit

bambanti

kappo

starfish

kappi

kastilio

5

SEQUENCING EVENTS

- Teacher prepares 5 events in the story written on metacards then posts on the board.

Umuna	Naragsak a bimmangon ni Tina ta ammona a mapanda idiy baybay.
Maikadua	Nakitana a nakaisaganan dagiti balonda.
Maikatlo	Intugotna ti nalabaga a bathing suit ken puraw a timbana.
Maikapat	Nagluganda iti kotse ket adu ti nalabsanda a bam-banag.
Maikalima	Adu dagiti inaramidda idiy igid ti baybay agingga a nagawidda.

Teacher says: *Insuratko dagiti pasamak iti istoria iti metacards. Ikabilko dagitoy iti pisarra tapno makita. Isuratyo iti notbukyo ti umno a panagsasaruno dagiti pasamak iti istoria. Obraenyo daytoy a bukbukodyo.* (I have written the events of the story in each metacard. I'll post them on the board for you to see. In your notebook, arrange the events of the story. This is an individual work.)

- Teacher may require the pupils to copy the graphic organizer in their notebooks.

Paulo (Title): _____
 Autor (Author): _____
 Nakapasamakan (Setting): _____
 Dagiti Karakter/Nangakem (Characters): _____
 Agsasaruno a Pasamak (Chain of events):
 Umuna (First Event)
 Maikadua (Second Event)
 Maikatlo (Third Event)

NOTES

- Teacher asks pupils to exchange their notebooks with a partner to correct their works. Teacher discusses answers.

6

POEM (“CLEANLINESS”)

- Teacher introduces the poem below. He or she lets pupils read it as a class.
- Teacher can tweak the lyrics to make it more adjusted to the tune of *Manang Biday*.

Kinadalus (Cleanliness)

(Song to the tune of Manang Biday)

Nasken unay a madalusan.

(We should always clean our house)

Ti balay a pagtaengan. (Where we live)

Datarna intay saplidan. (We should always sweep the floor)

Bangko ken tugaw intay nasnasan.

(We should always wipe the benches and chairs)

Masapul met a bistiantayo.

(We should also decorate with plants)

Iti mula wenno retrato (Or with pictures)

Sabsabong pay a maibaso (Of flowers in a vase)

‘Ti mabalin a yarkostayo. (Could also be our decoration.)

- Teacher asks pupils about the difference/s between a story and a poem. Teacher discusses the difference between a story and poem.



Teacher says: *Naglalaing kayo, ubbing. Inton bigat, agbasatayo manen iti maysa a baro a kanta.* (Children, you’re doing a great job. Tomorrow, we will read again another new song.)

7

CONCLUDING THE SESSION

- Teacher tells pupils to sing again the next day.

1

ROUTINE

a. Morning Prep

- Teacher lets pupils sit with their “September Partner” for the week.

b. Sharing News (optional)

- * New sharing may be done in lieu of sharing information. Teacher has discretion to use both or one depending on the day’s objectives and available contact time.

c. Lesson Review through Games (optional)

- Teacher can review previous lessons in preparation for examination/assessment on Week 10 through fun games. This is done at teacher’s discretion depending on objectives for the day and available contact time with the pupils.

NOTES



MATERIALS

1. Copy of the Guided Reading Text:
Ti Pamiliak
2. Pictures /illustrations of vocabulary words
3. Copy of the poem or song

2

STORY SHARING

- Only one pupil per day shares.

Teacher says: *Asino ti mangiburay iti istoria maipanggep iti nabasana nga istoria?* (Who will share to the class about the story you have read?)



3

GUIDED READING

- Teacher conducts guided reading activity of “*Ti Pamiliak*” (“My Family”)

Teacher says: *Ita, basaentayo ti maysa nga istoria maipapan iti pamilia. Ammoke nga addaantayo amin iti pamilia a mangay-ayat kadatayo. Ngem sakbayna a basaentayo, adda dagiti sumagmamano a balikas a kayatko a pagsaritaantayo pay.* (Today, we are going to read a story about family. I know you have your own family who loves us. But before we read the story, there are words I want to discuss with you.)



a. Word Work

- Teacher introduces difficult words used in the story for unlocking Pictures and Sentences.
- Teacher prepares written vocabulary words on metacards.
 - *pagtaengan* (home) - *Ti pagtaengan ket isu ti pagnanaedan ti maysa a sibubukel a pamilia.*

NOTES

- *taraken* (pet/pets) - *Adu ti taraken ni nanangko nga aso ken baboy.*
- *gameng* (treasure) - *Ti gameng ni lolong ket naidulin idiay aparador.* (Lolo's treasure was kept in the cabinet.)

b. Setting the Purpose

- Teacher divides the students in groups of 2-3 depending on the number of copies available.
- Teacher distributes books to the groups of students.



Teacher says: *Nakasaganakayo kadin nga agbasa? Ania ti makitayo iti ladawan? Ti istoria ket maipapan iti pamilya. Maysa a pamilya nga addaan ayat ken panagkaykaysa. Ti paulona daytoy nga istoria ket 'Ti Pamilyak'.* (Are you ready to read? Let's look at the cover first. What do you see? The story is about a family. A family that is bound with love and unity. We are going to read this book entitled 'Ti Pamilyak'.)

c. Story Reading in Pairs

Teacher says: *Ita ta nalpasyon a nakita ti paulona ken napanunot no ania ti istorianam, basaenyo a kadua ti kagrupoyo.* (Okay, now that we have looked at the title and thought what the story might be about, you are going to read the story with your partners/groups.)

- Teacher instructs students that if there are words they find difficult to read or do not understand, they write it on their notebooks. Teacher guides those who are having difficulties.
- Teacher goes around to check paired reading.

d. Returning to the Text

- Teacher invites pupils to raise their hands and ask questions if there is a word they don't understand. He or she demonstrates the strategies: sounding out, predict, crosscheck, sample or search, read into a word, or skip a word and read on to decode the words.
- Teacher guides those who are having difficulties.

The following strategies may be used to help students.

- **Looking at the words and "sounding them out."**
- **Predict:** The reader uses what is known about the story to determine what the text might say or mean. The reader can also use illustrations to anticipate the meaning.
- **Crosscheck:** The reader uses more than one source of information to confirm or discount a prediction in order to construct meaning.
- **Sample or Search:** The reader scans the various sources of information, such as looking at the picture, looking for sight words, or looking for repeating pattern.

- **Read into a word:** The reader continues looking at all the letters and hears all the sounds that make up the word, rather than stopping at the first letter and guessing. This is sometimes called bulldozing through the word.
- **Skip a word and read on:** The reader skips a word in order to use the rest of the sentence to increase the context. The reader returns to the unknown word and uses the extended context to figure it out.
- Teacher can either model these if they have forgotten or ask some pupils to demonstrate it to help unlock the word/s.
- Teacher writes these difficult words on the board, uses it in a sentence and asks the pupils if they can figure out the meaning of the words based on context.

e. Responding to the Text

- Teacher asks the difference between a story and poem. (Look at the form, how it is written, etc.)
- Teacher discusses the poem: characters, setting. He or she can use the story map introduced in Week 2. Do not discuss sequencing events yet.

4

SPELLING

Teacher gives pupils spelling words for review (4-5 grade level words).

5

CONCLUDING THE SESSION

Teacher reviews the poem learned in Day 1. He or she teaches pupils on how to sing the poem.

NOTES

NOTE TO TEACHER

The author of the story is unknown.

ALDAW

3

**MATERIALS**

1. Copy of the guided reading text: “Ti Pamiliak”
2. Copy of events of the story
3. Questions written on metacards
4. Sample of To Do Checklist

I

ROUTINE**a. Morning Prep**

- Teacher lets pupils sit with their “September Partner” for the week.

b. Sharing News (optional)

- * New sharing may be done in lieu of sharing information. Teacher has discretion to use both or one depending on the day’s objectives and available contact time.

c. Lesson Review through Games (optional)

- Teacher can review previous lessons in preparation for examination/assessment on Week 10 through fun games. This is done at teacher’s discretion depending on objectives for the day and available contact time with the pupils.

2

STORY SHARING

- Only one pupil per day shares.



Teacher says: *Asino ti mangiburay iti istoria maipanggep iti nabasana nga istoria?* (Who will share to the class about the story you have read?)

3

REREADING OF TEXT

Teacher says: *Basaen manen ti istoria a kadua ti kaparehayo. Kaeskuela B, basaem para ken ni Kaeskuela A.*

4

NOTING DETAILS AND SEQUENCING EVENTS

- Teacher creates an activity on sequencing events that pupils can work in pairs. They sequence summarized steps and provide illustrations.
- Teacher asks pupils to fill out the form with the necessary information. Teacher asks pupils to write the answer in a piece of paper or notebook.
- Sequencing Events: Pupils can use the graphic organizer below as a guide.

NOTES

Nagan (Name) _____ Petsa (Date) _____

Paulo ti Istorya (Title of the Story) _____

Dagiti Karakter iti Istorya (Characters) _____

Nakapasamakan ti Istorya (Setting) _____

5

STORY DISCUSSION

- Teacher divides the pupils into 5 groups. Each group has a question to discuss. Give them 5 minutes to discuss. Include question that will allow pupils to give opinion/s about the text.
- Teacher reminds pupils about rules in cooperative work. They choose one leader or reporter.

6

CONCLUDING THE SESSION

- Teacher divides the class into 8 groups.

Teacher says: *Tunggal grupo ket agaramid iti listaan dagiti obraen ti maysa a miembro ti pamilya. Agited iti uray tallo nga obraen ti tunggal maysa.* (Every group is expected to come out with a checklist of at least 3 things to do by every member of the family.)



Sample Guide:

Dagiti Kasapulan a maaramid (Things To Do)	
Tatang (Father)	1
	2
	3
Nanang (Mother)	1
	2
	3
Manang (Older Sister)	1
	2
	3
Manong (Older Brother)	1
	2
	3
Ading (Younger brother/sister)	1
	2
	3

ALDAW

4



MATERIALS

1. Copy of a poem or song
2. Copy of the Story *Ti Pamiliak*
3. Sentences Chart

I

ROUTINE

a. Morning Prep

- Teacher lets pupils sit with their “September Partner” for the week.

b. Sharing News (optional)

- * New sharing may be done in lieu of sharing information. Teacher has discretion to use both or one depending on the day’s objectives and available contact time.

c. Lesson Review through Games (optional)

- Teacher can review previous lessons in preparation for examination/assessment on Week 10 through fun games. This is done at teacher’s discretion depending on objectives for the day and available contact time with the pupils.

2

STORY SHARING

- Only one pupil per day shares.



Teacher says: *Asino ti mangibingay iti istoria maipanggep iti nabasana nga istoria?* (Who will share to the class about the story you have read?)

3

RE-READING OF THE TEXT



Teacher says: *Idi kalman ubbing, ni A, imbasaanna ni B. Ita, ni B met ti mangibasa ken ni A.* (Yesterday, Pupil A read the story to Pupil B. Now, it’s Pupil B’s turn to read to Pupil A.)



Teacher says: *Kabayatan a basbasaenyo ti istoria, ilista amin dagiti makitayo a tignay iti daniv.*

4

REVIEW: TIGNAY (VERBS)

- Teacher reviews on verbs and verb tenses.
- Teacher may explain to children that verbs have tenses such as follows:

Tenses

a. *Mapaspasamak* (Present Tense)

- Present Tense is formed by adding prefix “ag” to a verb or a time marker like now.

NOTES

Examples: *agsursurat* (is writing); (is writing now);
mangmangan (is eating); *agtugtugaw* (is sitting)

b. Napasamak (Past Tense)

- Past tense is formed by adding prefix “nag” to a verb.

Examples: *nagsurat* (wrote); *nagtakder* (stood); *nagtugaw* (sat)

c. Mapasamakto (Future Tense)

- Future Tense is formed by adding prefix “ag” to a verb.

Examples: *agsurat* (will write); *agkanta* (will sing); *agsala* (will dance);
agtugaw (will sit)

- Teacher reviews on verbs and telling when actions are made.

5

SENTENCES

- Teacher reviews parts of sentence.
- Teacher gives a short activity on sentence parts that pupils can do in pairs.

Teacher says: *Ti patang* (sentence) *ket addaan iti subject ken predicate wenno tignay* (verb) *tapno addaan iti kompleto a kaipapanan ti patang.* (A sentence has a subject and a predicate or verb to make the sentence expressed a complete thought).



Enrichment Activity:

- Using some of the verbs below or verbs given above, teacher requires pupils in groups to practice writing 2 sentences specifying the tenses of the verbs.

Here are some examples of verbs that can be assigned to pupils:

agnaed (live), *nagsala* (danced), *nagbisita* (visited), *makita* (see), etc.

Sample:

Mapasamak (Present Tense)	Napasamak (Past Tense)	Mapasamakto (Future Tense)
<i>Agsalsala ni manang.</i> (My sister is dancing.)	<i>Nagsala ni manang idi kalman.</i> (My sister danced yesterday.)	<i>Agsalanto ni manang inton bigat.</i> (My sister will dance tomorrow.)

6

CONCLUDING THE SESSION

- Congratulate pupils for their group work.
- Let pupils sing the song they learned in Day 2.

ALDAW

5

**MATERIALS**

1. Copy of the Story
2. Spelling Notebooks
3. Sample of Recipe Book

I

ROUTINE**a. Morning Prep**

- Teacher lets pupils sit with their “September Partner” for the week.

b. Sharing News (optional)

- * New sharing may be done in lieu of sharing information. Teacher has discretion to use both or one depending on the day’s objectives and available contact time.

c. Lesson Review through Games (optional)

- Teacher can review previous lessons in preparation for examination/assessment on Week 10 through fun games.

This is done at teacher’s discretion depending on objectives for the day and available contact time with the pupils.

2

STORY SHARING

- Only one pupil per day shares.



Teacher says: *Asino ti mangibingay iti istoria maipanggep iti nabasana nga istoria?* (Who will share to the class about the story you have read?)

3

STORY RETELLING

- Teacher instructs Pupil B retell the story. Pupil A will listen and ensure that story was narrated correctly.

4

SPELLING CHECK**NOTE TO TEACHER**

For this, provide a short spelling activity/ worksheet template that will test the pupil’s ability to follow written instructions.



Teacher says: *Inton malpasyo, sanguen ti kaparehayo tapno agpinnakitakayo iti insurat. Kalpasanna, ipakitayo met kadagiti agkapareha nga adda it sango ken likudanyo.* (When you are finished, face your partner to share your answer. Then face the pairs behind or in front of you to share too.)

NOTES

5

COMPOSING ACTIVITY: RECIPE BOOK MAKING

- Teacher directs pupils for the next activity.

Teacher says: *Ti tematayo ita a lawas ket maipapan kadagiti naragsak a bambanag nga ar-aramidentayo a sangkapamiliaan. Kaaduan kadatayo ket addaan iti nagduduma nga aktibidad a ragrasakentayo nga aramiden a kaduatayo dagiti pamiliatayo kas iti panagpiknik idia baybay, panagpasiar iti nadumaduma a lugar, ipapan iti simbaan, panagpasiar idia parke wenno panangbisita kadagiti kakabagian ken mabalin pay a panagluto iti paborito a kanen ti familia.* (Our theme for this week is “Fun Things I do with my Family.” Most of us have different activities we enjoyed doing with our families like: going to the beach for picnic, travelling to different towns/ places, going to church, visiting parks/relatives in the province and maybe cooking the family’s favorite menu.)



- Ask pupils to make a recipe book. Teacher gives a sample or format of a recipe.
- Teacher gives a mini-lesson on recipes.
- Each pupil makes one and compile for their group to come up with a recipe book.

Sample Recipe Format:

Scrambled Egg (Name of Food)

- draw food here -

Listaan dagiti Ramen (List of ingredients):

- | | |
|-----------------------|---------------------------|
| 1. itlog (draw egg) | 3. asin (draw salt) |
| 2. manteka (draw oil) | 4. pamienta (draw pepper) |

Dagiti Aramiden (Procedure/Steps)

1. Kiwikiwen/batiren ti 3-5 nga itlog.
2. Ikkan iti asin wenno pamienta.
3. Ipapudot ti pariok.
4. No napudoten ti pariok, ikabil ti manteka.
5. Urayen a pumudot ti manteka sakbay nga iluto ti nabatir nga itlog.

6

CONCLUDING THE SESSION

- Teacher gives homework: Read a story or a book that you can write about next week.
- Teacher thanks class and wishes them a good weekend.

WEEK

7

TEACHER'S GUIDE

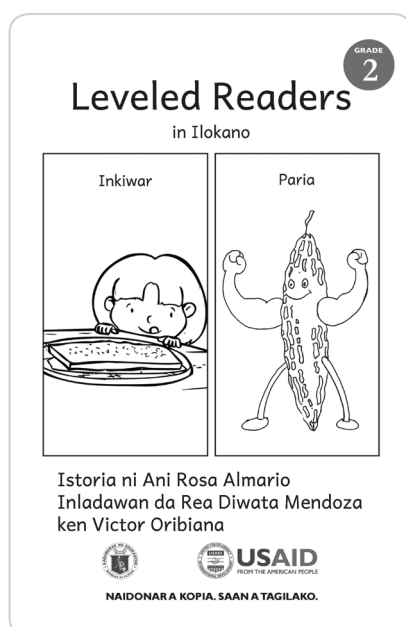
GRADE 2

MOTHER TONGUE

ILOKANO

**THEME: DAGITI MAKAPARAGSAK NGA AR-ARAMIDEK A KADUAK
TI PAMILIAK (FUN THINGS I DO WITH MY FAMILY)**

LEVELED READER: “INKIWAR ” (“BIKO”)



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 2
ILOKANO
QUARTER I, WEEK 7 (50 MINUTES PER DAY)**

Theme: *Dagiti Makaparagsak nga Ar-aramidek a Kaduak ti Pamiliak*
(Fun Things I Do With My Family)

Leveled Reader: *"Inkiwar" ("Biko")*

Author: Ani Rosa Almario; Illustrator: Rea Diwata Mendoza)

Day	Domain	Objectives	Subject Matter
Daily	OL	<ul style="list-style-type: none"> Talk about famous people using descriptive and action words in complete sentences Share information individually to the class using a variety of words with proper phrasing and intonation 	<ul style="list-style-type: none"> Sharing of Information
	F	<ul style="list-style-type: none"> Read grade level text with an accuracy of 95-100% Read grade level text with appropriate speed intonation, expression, and punctuation cues 	<ul style="list-style-type: none"> Guided Reading of Leveled Reader: <i>"Inkiwar" ("Biko")</i> Getting the main idea Vocabulary words
	RC	<ul style="list-style-type: none"> Give the main idea of the story 	
	V	<ul style="list-style-type: none"> Use words unlocked during story reading in meaningful contexts 	

DOMAINS: **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading
BPK – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness
HW – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
I. Routine a. Sharing Information <ul style="list-style-type: none"> Teacher asks pupils to talk about a famous person/person one admires b. Sharing News (optional) <ul style="list-style-type: none"> Teacher facilitates sharing of news * This is an optional activity based on objectives for the day and allocated contact time with pupils c. Review through Games (optional) <ul style="list-style-type: none"> Teacher reviews pupils of past lessons as preparation of examination week * This is an optional activity based on objectives for the day and allocated contact time with pupils	I. Routine a. Sharing Information <ul style="list-style-type: none"> Pupils talk about a famous person or someone they admire b. Sharing News (optional) <ul style="list-style-type: none"> Pupils share news about themselves or families or immediate surroundings c. Review through Games (optional) <ul style="list-style-type: none"> Pupils participate actively in review
I. Routine (same as above under Daily activities) a. Sharing Information b. Sharing News (optional) c. Review through Games (optional) 2. Think-Pair-Share <ul style="list-style-type: none"> Teacher facilitates sharing about favorite dessert 	I. Routine (same as above under Daily activities) a. Sharing Information b. Sharing News (optional) c. Review through Games (optional) 2. Think-Pair-Share <ul style="list-style-type: none"> Pupils share about their favorite dessert to partners Selected pupils give their sharing in class

PA – Phonological Awareness **PWR** – Phonics and Word Recognition

RC – Reading Comprehension **S** – Spelling **SS** – Study Skills **V** – Vocabulary Development

Day	Domain	Objectives	Subject Matter
I			
DOMAINS: AK – Alphabet Knowledge ATR – Attitude Towards Reading BPK – Book Print Knowledge C – Composition F – Fluency G – Grammar Awareness HW – Handwriting LC – Listening Comprehension OL – Oral Language			

Teacher's Activities	Learner's Activities
<p>3. Guided Reading of Text</p> <p><i>Pre-Reading Activities</i></p> <ul style="list-style-type: none"> Teacher introduces 2-3 vocabulary words for unlocking Teacher asks 1-2 questions relating experiences to the story <p>a. Setting the Purpose</p> <ul style="list-style-type: none"> Teacher gives a sentence or two to describe setting of the story Teacher then gives the title, author, and illustrator of the story <p>b. Teacher sets Motive Question</p> <p><i>During Reading Activities</i></p> <p>a. Paired Reading</p> <ul style="list-style-type: none"> Teacher facilitates paired reading <p>b. Echo Reading</p> <ul style="list-style-type: none"> Teacher facilitates echo reading <p>c. Choral Reading</p> <ul style="list-style-type: none"> Teacher facilitates echo reading <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Teacher gives post-reading questions focusing on character, setting and sequence events <p>4. Getting the Main Idea</p> <ul style="list-style-type: none"> Teacher facilitates instruction on getting the main idea <p>5. Concluding the Session</p> <ul style="list-style-type: none"> Homework (optional): Ask your parents what other food are made of sticky rice/ malagkit. Ask them how it is made. Write 5 steps to make the dish. They can also draw the steps. 	<p>3. Guided Reading of Text</p> <ul style="list-style-type: none"> Pupils talk about word/s introduced Pupils participate actively in pre-reading discussion Pupils read the story in pairs and in class through echo and choral reading Pupils identify details in the story Pupils participate in other <i>after reading activities</i> <p>4. Getting the Main Idea</p> <ul style="list-style-type: none"> Pupils are able to give main idea of a text/ story <p>5. Concluding the Session</p> <ul style="list-style-type: none"> Pupils do their homework
<p>PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development</p>	

Day	Domain	Objectives	Subject Matter
2	RC	<ul style="list-style-type: none">Relate story events to one’s own experiences	<ul style="list-style-type: none">Guided Reading of Leveled Reader: “Inkiwar” (“Biko”)Getting the main ideaVocabulary
	SS	<ul style="list-style-type: none">Follow instructions in a test carefully	
	PW	<ul style="list-style-type: none">Read content area (Math) related sight words	
	F	<ul style="list-style-type: none">Read grade level text with an accuracy of 95-100%Read grade level text with appropriate speed intonation, expression, and punctuation cues	
	V	<ul style="list-style-type: none">Use vocabulary related to the text	
3	F	<ul style="list-style-type: none">Read grade level text with an accuracy of 95-100%Read grade level text with appropriate speed intonation, expression, and punctuation cues	<ul style="list-style-type: none">Guided Reading of Leveled Reader: “Inkiwar” (“Biko”)Sentence vs. Non-sentenceDescriptive vs. Action Words
	S	<ul style="list-style-type: none">Spell correctly grade level words	
	G	<ul style="list-style-type: none">Differentiate sentence and non-sentenceDifferentiate descriptive words from action words	

DOMAINS: **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading

BPK – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness

HW – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
1. Routine (same as above under Daily activities) a. Sharing Information b. Sharing News (optional) c. Review through Games (optional) 2. Rereading of Leveled Reader <ul style="list-style-type: none"> Teacher lets pupils to read in pairs. Pupil A reads to Pupil B. Alternatively, he or she can also group pupils and assign each group a page or line to read. 3. Discussion of the Story <ul style="list-style-type: none"> Teacher facilitates discussion of the story by giving questions to groups 4. Vocabulary Development <ul style="list-style-type: none"> Teacher introduces content-related concepts in Math <p>Note to teachers: When possible, use story as springboard to introduce compound words if there are any in MT</p> 5. Concluding the Session <ul style="list-style-type: none"> Teacher informs pupils that tomorrow they will be reading the story again 	1. Routine (same as above under Daily activities) a. Sharing Information b. Sharing News (optional) c. Review through Games (optional) 2. Rereading of Leveled Reader <ul style="list-style-type: none"> Pupils read to teach other or read in groups 3. Getting the Main Idea <ul style="list-style-type: none"> Pupils talk about the story 4. Vocabulary Development <ul style="list-style-type: none"> Pupils read and understand concepts of whole and parts 5. Concluding the Session <ul style="list-style-type: none"> Pupils prepares for story reading the next day
1. Routine (same as above under Daily activities) a. Sharing Information b. Sharing News (optional) c. Review through Games (optional) 2. Rereading of Leveled Reader <ul style="list-style-type: none"> Teacher lets students to read in pairs. Pupil B reads to Pupil A. They reverse roles. 3. Descriptive vs. Action Words <ul style="list-style-type: none"> Teacher uses story as springboard to discuss and review adjectives and verbs 	1. Routine (same as above under Daily activities) a. Sharing Information b. Sharing News (optional) c. Review through Games (optional) 2. Rereading of Leveled Reader <ul style="list-style-type: none"> Pupils read to partners 3. Descriptive vs. Action Words <ul style="list-style-type: none"> Pupils differentiate between descriptive and action words
PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development	

Day	Domain	Objectives	Subject Matter
3			
4	F	<ul style="list-style-type: none"> • Read grade level text with an accuracy of 95-100% • Read grade level text with appropriate speed intonation, expression, and punctuation cues 	<ul style="list-style-type: none"> • Guided Reading of Leveled Reader: "Inkiwar" ("Biko")
	C	<ul style="list-style-type: none"> • Express ideas about famous people, places, and events in written complete sentences 	<ul style="list-style-type: none"> • Composition about a famous person, place or event

DOMAINS: **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading
BPK – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness
HW – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
4. Sentence vs. Non-sentence <ul style="list-style-type: none"> Teacher uses story as springboard to discuss sentence vs. non-sentence 5. Concluding the Session <ul style="list-style-type: none"> Teacher lets pupils fill out their Learning Logs 	4. Sentence vs. Non-sentence <ul style="list-style-type: none"> Pupils differentiate between sentence and non-sentence 5. Concluding the Session <ul style="list-style-type: none"> Pupils fill out their Learning Logs
1. Routine (same as above under Daily activities) <ul style="list-style-type: none"> a. Sharing Information b. Sharing News (optional) c. Review through Games (optional) 2. Rereading of Leveled Reader <ul style="list-style-type: none"> Teacher lets students to read in pairs together 3. Grammar <ul style="list-style-type: none"> Teacher reviews on sentence vs. non-sentence and adjectives vs. verbs 4. Composition: Graphic Organizer <ul style="list-style-type: none"> Teacher uses story as springboard for composition writing 5. Concluding the Session <ul style="list-style-type: none"> Inform pupils that tomorrow they will show their works They will also read a story of their choice 	1. Routine (same as above under Daily activities) <ul style="list-style-type: none"> a. Sharing Information b. Sharing News (optional) c. Review through Games (optional) 2. Rereading of Leveled Reader <ul style="list-style-type: none"> Pupils read to partners 3. Grammar <ul style="list-style-type: none"> Pupils differentiate between descriptive and action words Pupils differentiate between sentence and non-sentence 4. Composition <ul style="list-style-type: none"> Pupils write about a famous person or a person they admire 5. Concluding the Session <ul style="list-style-type: none"> Pupils prepare for sharing the next day
PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development	

Day	Domain	Objectives	Subject Matter
5	OL	<ul style="list-style-type: none">• Talk about famous people, places, or events using descriptive and action words in complete sentences• Share information individually to the class using a variety of words with proper phrasing and intonation	<ul style="list-style-type: none">• Composition about a famous person, place, or event• Silent Reading Assessment• Following instructions in a test
	C	<ul style="list-style-type: none">• Express ideas about famous people, places, and events in written complete sentences	

DOMAINS: **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading
BPK – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness
HW – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
1. Routine (same as above under Daily activities) a. Sharing Information b. Sharing News (optional) c. Review through Games (optional) 2. Composing Activity <ul style="list-style-type: none"> Teacher lets pupils finish composing activity Teacher asks for volunteer pupils to share their works in groups 3. Spelling Check <ul style="list-style-type: none"> Teacher gives a spelling test or drill 4. Independent Reading <ul style="list-style-type: none"> Teacher brings pupils to library or bring books to classroom and facilitate independent reading activity 5. Concluding the Session <ul style="list-style-type: none"> Teacher asks pupils to fill in their Learning Logs Homework: Give a worksheet that pupils can do at home about famous places. (Homework may be given on Wed. or Thurs. for submission the following week.) 	1. Routine (same as above under Daily activities) a. Sharing Information b. Sharing News (optional) c. Review through Games (optional) 2. Composition <ul style="list-style-type: none"> Pupils create a composition work Volunteer pupils share their works to the class 3. Spelling Check <ul style="list-style-type: none"> Pupils answer a spelling test or drill 4. Independent Reading <ul style="list-style-type: none"> Pupils read a chosen book Pupils fill up a book review form 5. Concluding the Session <ul style="list-style-type: none"> Pupils fill in their Learning Logs Pupils start working on their homework
PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development	

ALDAW

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MATERIALS

1. Copy of Sharing News Guide
2. Copy of the Leveled Reader: “Inkiwar” (“Biko”)
3. Pictures/illustration of Vocabulary words

I

ROUTINE

News Sharing

- Teacher introduces the theme for the week at the beginning of the class; “Sharing about a famous person”.
- Two or three pupils get a chance to share each day.
- To make the activity fun, the teacher can have a box or fish bowl with all the names of the pupils and he or she or the pupil who presented gets to pick the name for the next day.

Sharing News Guide for the Week

1. I admire _____ (name of a famous person/person they admire).
2. He/she _____ (something good done).

Ex:

I admire Manny Pacquiao.

He makes people around the world know our country Philippines.

He wins for our country and always shows our Philippines Flag.

2

THINK-PAIR-SHARE ACTIVITY



Teacher says: *Ubbing, ania dagiti kadawyan a kankanenyo no malpas a mangankayo? Maawagan dagita a makan iti ‘dessert’ wenno sinam-it . Ti ‘dessert’ ket isu dagiti nasam-it a makan kalpasan ti pannangan. Mabalin dagitoy a prutas, ‘ice cream’, wenno ‘pastelerya’. Ita, ibagayo iti April Calendar Partner ti paboritoy a ‘dessert’, apay ken iladawan met daytoy no ania ti itsura wenno ramanna. Adda lima a minuto a pagpanunotanyo iti inkayo ibaga.* (Children, what do you usually eat after your meal? So what do you call them? They are called “desserts”. Desserts are usually sweet course/food eaten after a meal. This can be fruit, ice cream, and pastry. With your April Calendar Partners share your favorite dessert, why and describe how it looks like, taste and etc. You are given 5 minutes to think about your sharing.)

Ex:

Magustuak ti ‘jelly’. (I like jelly.)*Nalukneng ken nasam-it daytoy.* (It is soft and sweet.)*Addaan daytoy iti nadumaduma a maris.*

(It also comes in many different colors.)

NOTES

Magusgustuaak gapu ta naimas ken namarisan iti nadumaduma.
(I like it because it is yummy and colorful.)

- Teacher gives pupils another 5 minutes to share with their partner then calls out 3 pupils to share in front.

Teacher says: *Nadumaduma a klase ti makan ti inkayo naibaga. Ita nga aldaw, pagsasaritaantayo ti maysa a klase ti makan a kanayon a maramanantayo no adda pasken kas koma iti kasangay, krismas, fiesta ken dadduma pay. No maminsan, lutuen daytoy ni nanang, apongtayo wenno makitatayo iti tiendaan a tagilako.* (You have shared different kinds of desserts. Today, we are going to talk about a certain kind of food that we usually eat during occasions like birthdays, Christmas, New Year, fiesta, and others. Sometimes, our mom or grandma will just cook it or we can just see them at the market displayed for sale.)

- Teacher shows a picture of “*inkiwir*” (“biko”).

Teacher says: *Ubbing, ania ti makitayo iti ladawan? Wen, daytoy ket inkiwar (biko). Ti inkiwar ket mabalin a makan a kas dessert wenno merienda. Ita, basaentayo ti maysa nga istoria maipapan iti paborito a kanen ti maysa nga ubing a babai. Ngem sakbayna a basaentayo, adda dagiti sumagmamano a pagsasao nga ibagak kadakayo.* (Children, what can you see in the picture? Yes, this is ‘Inkiwar.’ ‘Inkiwar’ is eaten as a dessert or even as a snack. We are going to read a story about a girl’s favorite food. It might also be your favorite food. But before we read the story, there are a few expressions I want to share with you.)

a. Word Work

- Teacher prepares metacards with the following expressions:

Natangken ti bussog (sits heavy on the stomach)

Makipangan/ makipangpangan (eating and sharing food with others)

- Teacher explains the meaning of the phrases which are associated with food and eating.
- Teacher first shows ‘*natangken ti bussog*.’

Teacher says: *Ti kayat a sawen ti natangken ti bussog ket permi a nabsog.* . (“Heavy on the stomach” means the food makes one feel full easily and takes a long time to digest. In Filipino, we use the expression “*mabigat sa tiyan*”.)

- Teacher uses it in a sentence.

Natangken ti bussogko no manganak iti tinapay.
(The bread I bought sits heavy on the stomach.)

- Teacher then shows *makipangpangan*.

NOTES



Teacher says: *Mausar ti balikas a “makipangpangan” no makibingayka iti makan ti sabali a tao. Iti Filipino, maav-awagan iti balikas a “kasalo”.* (The term “makipangpangan” is used when referring to sharing a meal or food with another person/s. In Filipino, we say “kasalo”.)

- Teacher uses it in a sentence.

Inaldaw a makipangpanganak kada tatang ken nanang.
(Every day, I have dinner with my mother and father.)

b. Setting the Purpose

- Teacher divides the pupils in groups of 2-3 depending on the number of books available. Teacher distributes books to the groups of pupils.



Teacher says: *Nakasaganakayo kadin nga agbasa? Ania ti makitayo iti ladawan? Ti istoria ket maipapan iti inkiwar. Isu ket maysa a klase ti makan a mabalin a kas ‘dessert’ wenno merienda. Ti istoria ket napauluan ‘Inkiwar’.* (Are you ready to read? Let’s look at the cover first. What do you see? The story is about *Inkiwar*. A food considered to be eaten as a snack or dessert. The title of the story is “*Inkiwar*.”)

c. Motive Question



Teacher says: *Kas basaenyo ti istoria a kadua ti April Calendar Partner, kayatko a pampanunotenyo daytoy a saludsod: Apay ngata a nakaim-imas ti Inkiwar?* (As you read the story with your April Calendar Partner, try to find out: Why is *Inkiwar* so delicious?)

Teacher says: *Sanguenyo ti grupoyo ket ibagayo no ania ti makitayo iti ladawan.* (Turn to your partner and share what can you see at the picture.)



d. Reading of the Text

Teacher says: *Ita, ta nalpasyo a nakita dagiti ladawan ken napanunot no ania ngata ti istoria. Basaenyo a kadua ti grupo.* (Okay, now that we have looked at the pictures and thought about what the story might be about, you are going to read the story with your partner.)

- Teacher guides those who are having difficulties. The following strategies may be used to help students.
 - Looking at the words and “sounding them out.”
 - Looking at the pictures for clues about the words.
 - Checking to make sure what I think the word is matches the spelling of the word.

e. Returning to the Text

- After giving sometime for pupils to read, teacher goes back to her motive question and asks hihe or sher pupils.

Teacher says: *Sakbayna a binasatayo ti istoria adda dinamagko a saludsod kadakayo. Apay ngata a nakaim-imas ti Inkiwar?*

(Before we read the story, I have asked you a question to try to find out while we are reading: Why *Inkiwar* is so delicious?)

- Teachers calls for volunteers to answer as he or she discusses the pupils' ideas before the next activity.

f. Echo Reading

- Teacher invites pupils for echo reading
- Teacher reads the book, stopping to make a comment or two about the match between the pictures and the text or text with the beginning letter to model the three steps above.
- Invite the pupils to raise their hands and ask questions if there is a word they don't understand.

What letter/sound does the word begin with?

(*Ania a letra/uni nga agrugi ti balikas?*)

Look at the picture. What makes sense?

(*Kitaenyo ti ladawan. Ania ti adda kaipapananna?*)

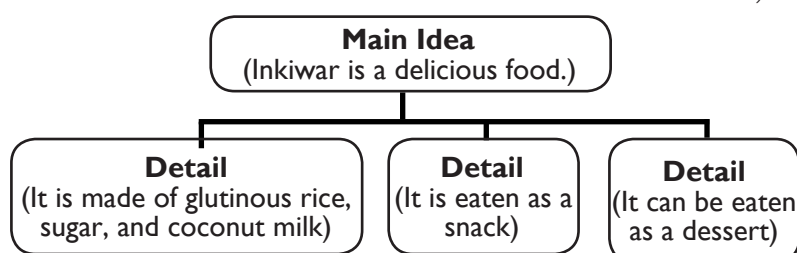
Teacher asks: *Adda kadi pay dadduma a balikas a saanyo a maawatan?* (Are there words you do not understand?)

Teacher says: *Ania ti paborito ti ubing a makan?* (What does the child love to eat?)

3

GETTING THE MAIN IDEA

Teacher says: *Ania ti kapanunotanyo iti istoria? Maipanggep iti ania ti istoria? Usto! Maipapan iti Inkiwar isn a dayta ti makuna a 'main idea' (kangrunaan nga idea) ti istoriatayo. Adda kadi pay makitayo iti istoria a mangibaga/mangiladawan pay maipapan iti Inkiwar? Usto! Dagita ti mangilawlawag pay maipapan iti 'main idea' tayo nga Inkiwar.* (How do you find the story that we have just read. What do you think is the story all about? Right! It is *Inkiwar* so that's the main idea of the story. Are there any other details you can find in the story that tells about *Inkiwar*? Right! So we have these other details to tell us more about the main idea *Inkiwar*.)



NOTES

NOTES

4

CONCLUDING THE SESSION

Homework



Teacher says: *Inton bigat, basaentayonto manen ti istoria.*
(Tomorrow, we will read the story again.)

Damagenyo ken ni nanangyo no ania pay dagiti makan a naaramid iti diket. Damagenyo no kasano a maaramid. Agsurat iti lima nga addang tapno maluto. (Teacher asks your parents what other foods are made of sticky rice/malagkit. Ask them how it is made. Write 5 steps to make the dish. They can also draw the steps.)

- Teacher cheers on the pupils for doing a good job on choral reading.

ALDAW

2

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ROUTINE

News Sharing

- Continuation of the “Week’s Sharing News”

2

RE-READING OF LEVELED READER

Pair Reading



Teacher says: *Basaentayo manen ti istoria. Pagtulaganyo no asino ti A ken B. Agbasa ni A ita nga aldaw ta agdennggeg ni B. Inton sumaruno a lawas, agbasa met ni B, agdennggeg met ni A.* (We are going to read the story again today. With your April Calendar, choose among yourselves who will be Pupil A and Pupil B. Pupil A will read to Pupil B for today and next time B will read to A.)

3

DISCUSSION OF THE STORY

- Teacher gives comprehension questions. He or she assigns one question for each group to answer and discuss.
- Teacher divides the class into 6 groups.

MATERIALS

- Copy of the Leveled Reader: “Inkiwar” (“Biko”)
- Questions written on metacards
- Pictures of additional vocabulary words



Group	Question
1	<i>Ania ti usarenyo nga agaramid iti Inkiwar?</i> (What do you use to make biko?)
2	<i>Kasano ti panangiladawan ti ubing a babai iti Inkiwar?</i> (How does the girl describe the biko?)
3	<i>Asino ti kinadua 'tay ubing a nangan iti inkiwar?</i> (Who does the child eat inkiwar with?)
4	<i>Nakaramankayo kadin iti inkiwar? Kayatyo kadi? Apay a magustuanyo? Apay a saanyo a magustuan?</i> (Have you eaten inkiwar? Do you like it? Why or why not?)
5	<i>Pagsaritaanyo ti paboritoyo a makan. Ania ti naaramidanna? Apay a kayatyo? Kaano a kanenyo?</i> (Talk about your favorite food. What is it made of? Why do you like it? When do you eat it?)
6	<i>Kanayonyo kadi a kanen nga agmaymaysa wenno makipangan iti pamiliayo wenno gagayyemyo?</i> <i>Asino ti kayatyo a kapangan? Apay?</i> (Do you usually eat alone or with family or friends? Which do you prefer? Why?)
7	<i>Ania dagiti naragsak a bambanag nga ar-aramidem ken ti dadduma a kameng ti pamiliayo?</i> (What are other fun things you do with family members or friends?)

NOTES

4

VOCABULARY

- Teacher shows a picture of a whole “*Inkiwar*.”

Teacher says: *Daytoy ti inkiwar iti istoriatayo. Ania ti makitayo? Usto! Sangabukel nga 'inkiwar.' Ita, lukibenyo ti panid 5 ti libroyo ta basaentayo. Ania ti napasamak iti nagbukel nga inkiwar? Usto, Nagudua!* (Here's the inkiwar in our story. What can you see? Right, it's a whole piece of 'inkiwar.' Now, look at page 5 and read. What happened with the whole round inkiwar? Right! It was divided.)

- Teacher introduces the concepts of whole, half and parts. As he or she explains, teachers show how to divide the whole inkiwar into parts.

Teacher says: At the beginning of the story, there is 1 whole ‘inkiwar’. Now, we divide this whole inkiwar into 2 equal parts, we can have half. When we divide this half, we can have more parts too.

whole - *amin*

half - *kagudua*

parts - *paset*

NOTE TO TEACHER

- When possible, use story as springboard to introduce compound words in MT.
- Teacher can give more explanation about this concept when they will talk about fractions in their Math subject.

NOTES

- Teacher adds the vocabulary words on Word Wall.

Natangken ti bussog (sits heavy on the stomach)

Makipangan/ makipangpangan (eating and sharing food with others)

Amin (whole)

Kagudua (half)

Paset (part)

Practice Activity



Teacher says: *Adda ipaobrak kadakayo tapno maawatanyo pay a nalaing. Tunggal maysa kadakayo ket maikkan iti maysa a papel. Ibagak ti agsasaruno nga obraenyo tapno makasurotkayo.* (I have an activity for you in order for you to understand more about the concept. Each one of you will get a piece of paper; recycled paper will do, and in any shape as well. I will give you step by step instructions for you to follow.)

- After each pupil receives a piece of paper. Teacher leads the activity.



Teacher says: *Kadagita papel nga intedko kadakayo, panunutenyo a dayta ket inkiwar. Ipakitam ken ibagam iti katugawmo no ania ti sukog dayta papelmo. Mabalin a ti sukogna dayta ket nagbukel, kuadrado wenno rektanggulo.* (With those pieces of papers I have given you, imagine that's our whole piece of biko. Show and tell to your seatmate what shape is your whole piece of paper. A whole can be in a round shape, square shape, rectangular and etc.)

- Kulpienyo iti apaggudua dayta papelyo, kalpasanna, kartiben wenno pigisen iti nagkulpianna. Ania ti makitayo? Gudua ti papel. Ipakitayo iti katuganyo 'tay gudua ti papel.* (Fold your whole piece of paper into 2 equal parts then tear along the folded line. What can you see? We have half already. Show your seatmate your half piece of paper.)
- Kulpienyo manen dayta gudua ti papelyo. Pigisen wenno kartibenyo manen idia linia a nagkulpianna. Ania ti makitayo? Nagudua manen ti papel. Ipakitayo iti katuganyo 'tay guduana.* (Fold your half piece of paper into 2 equal parts then tear along the folded line. What can you see? We have half already. Show your seatmate your half piece of paper.)

5

CONCLUDING THE SESSION



Teacher says: *Inton bigat, iburayyo dagiti inaramidyo met iti klase ken basaentayo manen ti istoria.*

I

ROUTINE

News Sharing

Continuation of the “Week’s Sharing News”

2

RE-READING OF THE LEVELED READER

Teacher lets pupils read in pairs. This time pupil B reads to pupil A.

3

GETTING THE MAIN IDEA

Teacher says: *Ubbing, iti istoria nga intayo nabasa, ania ti napagsasaritaan? Usto! Inkiwar. Ti naimas nga inkiwar ket isu ti pagsasaritaan/ mailadladawan iti istoria iti Ingles, maaw-awagan iti ‘main idea.’* (What is it all about? Right! Inkiwar. Delicious *Inkiwar* is what the story is all about or that’s what we call main idea.)

- Teacher posts the word inkiwar on the board.

Teacher says: *Ti ‘main idea’ ket tulonganna ti agbasa a mangawat no maipapan iti ania ti istoria. Iti panangammo iti “main idea” ti maysa nga istoria, adda sumagmamano a wagas.* (Nangnangruna a kapanunotan (main idea) helps readers understand what a story is all about.)

Wagas iti panangala iti nangnangruna a kapanunotan
(Guide in getting the main idea:)

- *Ti istoria ket maipapan iti ania?* (What is it all about?)
- *Kitaen ti paulo.* (Look at the title.)
- *Maminsan ket adda iti umuna wenno maudi a patang iti istoria.* (Sometimes the main idea is the first or last sentence.)
- *Biroken dagiti balikas a kanayon a nausar.* (Look for words that are used repeatedly.)

Teacher says: *Iti istoria a nabasatayo, ti inkiwar ket naaramid iti ania?* (From the story which we have just read, what is it made of?)

- *Asino ngata ti kaduam a mangan tapno mas naim-imas iti pannangan?* (Who do you think we eat with so it will be more appetizing to eat?)
- Teacher asks more details/supporting details about *inkiwar*. He or she lists them on the board as pupils identify them.

ALDAW

3



MATERIALS

1. Copy of the leveled reader: *Inkiwar*
2. Pictures of Vocabulary Words
3. Sample of Graphic Organizer
4. Learning Log

NOTES

Possible answers:

nalukneng (soft); *nasam-it* (sweet); *napigket* (sticky); *uppat* (four);
nadagsen iti tian/natangken iti tian (sits heavy on the stomach), and
 etc.

4

GRAMMAR

Descriptive Words vs. Action Words

a. Descriptive Words

- Teacher draws an organizer on the board/manila paper for all pupils to see.
- Teacher explains descriptive words first.



Teacher says: *Dagiti balikas a Pagiladawan ket ibagana dagiti banag maipapan iti maysa a Nagan.* (Descriptive words are words that tell something/describe naming word [nouns]).



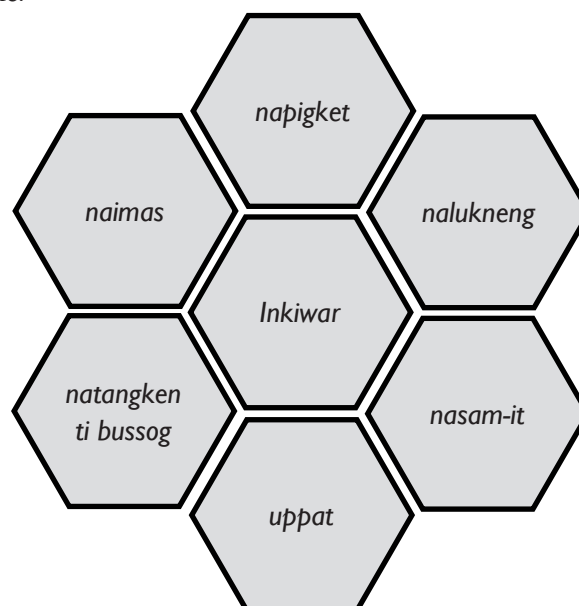
Teacher says: *Ita, intay man ikabil dagiti balikas a pagiladawan iti organizer.* (So in this organizer in front of you, we will try to put those descriptive words in it.)

Possible answers:

nalukneng (soft); *nasam-it* (sweet); *napigket* (sticky); *uppat* (four);
natangken ti bussog (sits heavy on the stomach)

- Every time a pupil identifies the answer; teacher posts it in the organizer.

Sample:



b. Action Words

- Teacher explains what action words are:

Teacher says: *Dagiti balikas met a tignay ket mangibaga no ania ti ar-aramiden ti Nagan.*

- Teacher uses the same organizer in identifying also the action words

Possible answers: *ikkan* (put); *ibusen* (finish); *kasango/sanguen* (to face); *mangan* (eat)

5

CONCLUDING THE SESSION

- Teacher reminds pupils to be ready with their homework for sharing the next day.
- Teacher lets his or her pupils fill out their Learning Logs.

I

ROUTINE

News Sharing

- Continuation of the “Week’s Sharing News”

2

RE-READING OF LEVELED READER

- Teacher lets pupils to read in pairs together.

3

GRAMMAR

Review Activity

- Teacher reviews pupils about descriptive and naming words.

Teacher says: *Tapno malagipyo pay ti naadaltayo idi kalman, adda ti aramidentayo. Igrupokayo iti lima.* (We’ll have an activity to review our descriptive words and action words.)

Teacher says: *Ada kartonko nga addaan iti nadumaduma a balikas (pagiladawan ken tignay). Bumunotak iti maysa a balikas, no naibagak ‘tay balikas ket ipakitayo daytoy babaen ti pinangitignay wenno panangiladawanyo.*

NOTES

ALDAW

4

MATERIALS

- Copy of the leveled reader: “Inkiwar”
- Sample of Adjectives written on metacards
- Sample of Character Web/ Organizer

NOTES

(I have a box here with mixed words: descriptive words and action words. I will pick a word and tells you. Once I have said the word, you will do the action [actions words] or show how it looks like [descriptive words].)

a. Descriptive and Naming Words

b. Sentence vs. Non-Sentence

- Teacher shows sets of words written and asks children which one is a sentence and which one is not.

1. *nga ubing* (a child)

2. *Agmulumula iti masetas ni manang.*



Teacher says:

a. '*Agmulumula iti masetas*' ni manang ket maysa a patang gapu ta addaan daytoy iti kaipapanaan ken tignay ti nagan. ("*Agmulumula iti masetas ni manang*" is a sentence because there is a doer [subject] and an action being done.)

b. *nga ubing* (a child) ket saan a patang gapu ta addaan laeng iti nagan. *Awan ti tignay nga ar-aramiden ti ubing.* ("*Nga ubing*" is not a sentence because it does not have a sense and it has only subject. No action words the subject is doing.)

- Teacher asks pupils to give examples of sentence and non-sentence from their previous homework.

4

COMPOSITION

- Teacher uses story as springboard for the writing activity.



Teacher says: *Usaren ti sampol iti sumaruno nga aramidenyo.* (Use the sample for the activity.)

Instructions:

- Idrowing ken markaan ti nalaing/ nalatak a tao wenno tao a dayawem iti tengnga. Agaramid iti patang a mangiladawan kenkuana.* (Draw and label your famous person/person you admire in the middle. Write simple sentences that tell about your character on the lines.)

Sample

Napigsa isuna.

Manny Pacquiao

Agidondonar iti kuarta kadagiti nakurapay.

Naguapo isuna.

NOTE TO TEACHER

Teacher uses story as springboard for the writing activity.

NOTES

5

CONCLUDING THE SESSION

- Teacher reminds pupils on their output sharing the next day and asks them to take time to read books they want to read.
- Teacher appreciates pupils for a job well done today and reminds also that tomorrow, they will have a spelling activity.

I

ROUTINE

News Sharing

- Continuation of the “Week’s Sharing News”

2

COMPOSING ACTIVITY

Teacher says: *Ituloyyo a palpasen ti ar-aramidenyo ta inton madamdama, inkayo iparang iti klase.*



3

SPELLING CHECK

- Teacher conducts spelling drills. He or she reminds pupils to follow the given instructions.

Instructions:

- Write complete name on the upper left corner of the paper/notebook.
- Write the date today at the upper right hand corner of the paper/notebook.

4

SILENT READING ASSESSMENT

- Teacher takes pupils to the library or brings books to classroom.
- Teacher lets pupils read books and fill up a book review form. Put emphasis on getting main idea/what the story is about.

ALDAW

5



MATERIALS

- Sample of Character Web/Organizer
- Spelling Notebooks
- Reading Books

NOTES

5

CONCLUDING THE SESSION

- Teacher asks pupils to fill in their learning logs.
- Teacher ends the session by thanking pupils for a good week.

Homework

- Teacher gives homework to pupils.

Instructions:

- a. Cut a picture of a famous place they like from magazines/
newspapers/or even draw.
- b. Describe that famous place by writing 5 sentences about the place.

WEEK

8

TEACHER'S GUIDE

GRADE 2 MOTHER TONGUE ILOKANO

**THEME: *TI BAGIK: SALUN-AT KEN NUTRISION*
(MY BODY: HEALTH AND NUTRITION)**

READ ALOUD STORY: “*NI JUAN*” (“JOHN”)

**GUIDED TEXT FOR READING:
“*KASTOY, GAYYEM*” (“THIS IS THE RIGHT WAY”)**

**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 2
ILOKANO
QUARTER I, WEEK 8 (50 MINUTES PER DAY)**

Theme: *Salun-at ken Nutrision (My Body: Health and Nutrition)*

Read Aloud Story: “Ni Juan” (“John”)

Written by Irene T. Pilapil

Guided Text for Reading: “Kastoy, Gayyem” (“This is the Right Way”)

Day	Domain	Objectives	Subject Matter
Daily	OL	<ul style="list-style-type: none"> Talk about famous places using descriptive and action words in complete sentences 	<ul style="list-style-type: none"> Talk about famous places
	LC	<ul style="list-style-type: none"> Predict possible ending of the story Note details of the story 	<ul style="list-style-type: none"> Guided Text for Reading: “Ni Juan” Content area (Science) sight words
I	V	<ul style="list-style-type: none"> Read content area related sight words 	<ul style="list-style-type: none"> Predicting the possible ending
DOMAINS: AK – Alphabet Knowledge ATR – Attitude Towards Reading BPK – Book Print Knowledge C – Composition F – Fluency G – Grammar Awareness HW – Handwriting LC – Listening Comprehension OL – Oral Language			

Teacher's Activities	Learner's Activities
<p>I. Routine</p> <p>a. Sharing Information</p> <ul style="list-style-type: none"> Teacher asks pupils to talk about famous places <p>b. Sharing News (optional)</p> <ul style="list-style-type: none"> Teacher facilitates sharing of news <p>* This is an optional activity based on objectives for the day and allocated contact time with pupils</p> <p>c. Review through Games (optional)</p> <ul style="list-style-type: none"> Teacher reviews pupils of past lessons as preparation of examination week <p>* This is an optional activity based on objectives for the day and allocated contact time with pupils</p>	<p>I. Routine</p> <p>a. Sharing Information</p> <ul style="list-style-type: none"> Pupils talk about famous places <p>b. Sharing News (optional)</p> <ul style="list-style-type: none"> Pupils share news about themselves or families or immediate surroundings <p>c. Review through Games (optional)</p> <ul style="list-style-type: none"> Pupils participate actively in review
<p>I. Routine (same as above under Daily activities)</p> <p>a. Sharing Information</p> <p>b. Sharing News (optional)</p> <p>c. Review through Games (optional)</p> <p>2. Read Aloud Story: "Ni Juan" ("John")</p> <ul style="list-style-type: none"> Teacher conducts the Read Aloud Story following the reading plan <p><i>Pre-Reading Activity</i></p> <ul style="list-style-type: none"> Teacher conducts activities for unlocking vocabulary, activating prior knowledge, and setting the scene/motive question 	<p>I. Routine (same as above under Daily activities)</p> <p>a. Sharing Information</p> <p>b. Sharing News (optional)</p> <p>c. Review through Games (optional)</p> <p>2. Read Aloud Story</p> <ul style="list-style-type: none"> Pupils actively participate in activities before, during, and after reading Pupils work in groups to predict the ending of the story Pupils give details of the story listened to
<p>PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development</p>	

Day	Domain	Objectives	Subject Matter
I			
2	F	<ul style="list-style-type: none">• Read grade level text with an accuracy of 95-100%• Read grade level text with appropriate speed intonation, expression, and punctuation cues	<ul style="list-style-type: none">• Guided Text for Reading: “Kastoy Gayyem” (“This is the Right Way”)• Evaluative and Inferential questions
	RC	<ul style="list-style-type: none">• Respond to inferential or evaluative questions about a story read	

DOMAINS: **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading

BPK – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness

HW – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
<p><i>During Reading Activity</i></p> <ul style="list-style-type: none"> Teacher reads the story aloud. He or she pauses towards the ending to give a prediction activity <p><i>After Reading Activity</i></p> <ul style="list-style-type: none"> Teacher discusses the story <p>3. Concluding the Session</p> <ul style="list-style-type: none"> Teacher informs pupils that tomorrow they will read a new story 	
<p>I. Routine (same as above under Daily activities)</p> <p>a. Sharing Information</p> <p>b. Sharing News (optional)</p> <p>c. Review through Games (optional)</p> <p>2. Guided Reading of the text: "Kastoy Gyyem"</p> <p>a. Word Work</p> <ul style="list-style-type: none"> Teacher introduces 2-3 high frequency words and/or difficult words for unlocking <p>b. Setting the Purpose</p> <ul style="list-style-type: none"> Teacher gives the title of the poem <p><i>During Reading Activity</i></p> <ul style="list-style-type: none"> Teacher asks pupils to refer to <i>Ilokano Kagamitan ng Mag-aaral</i> (Learner's Manual) Teacher facilitates paired reading <p><i>After Reading Activities</i></p> <p>a. Returning to the Text</p> <ul style="list-style-type: none"> Teacher asks pupils discuss difficult words, if any Teacher conducts echo reading and choral reading Teacher instructs the pupils on how to sing the poem 	<p>I. Routine (same as above under Daily activities)</p> <p>a. Sharing Information</p> <p>b. Sharing News (optional)</p> <p>c. Review through Games (optional)</p> <p>2. Guided Reading</p> <ul style="list-style-type: none"> Pupils participate actively in activities before, during, and after reading Pupils answer inferential and evaluative questions about the story read <p>3. Concluding the Session</p> <ul style="list-style-type: none"> Pupils copy the spelling words
<p>PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development</p>	

Day	Domain	Objectives	Subject Matter
2			
3	F	<ul style="list-style-type: none"> Read grade level text with an accuracy of 95-100% Read grade level text with appropriate speed intonation, expression, and punctuation cues 	<ul style="list-style-type: none"> Guided Text for Reading: <i>"Kastoy Gayyem"</i> ("This is the Right Way") Vocabulary Words Compound Words (when applicable in MT)
	V	<ul style="list-style-type: none"> Use words unlocked during story reading Identify compound words appropriate to grade level in sentences Read content area related sight words 	
4	G	<ul style="list-style-type: none"> Identify and use a variety of sentences (declarative, interrogative, exclamatory, imperative) Construct sentences observing appropriate punctuation 	<ul style="list-style-type: none"> Types of Sentences Types of Punctuation Composing Activity
	C	<ul style="list-style-type: none"> Express ideas through poster making, news report, ad, etc. 	

DOMAINS: **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading
BPK – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness
HW – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
b. Responding to the Text <ul style="list-style-type: none"> Teacher talks about details in the poem 3. Concluding the Session <ul style="list-style-type: none"> Teacher gives spelling words of the week for review Teacher informs pupils that they will read the book again tomorrow 	
1. Routine (same as above under Daily activities) <ul style="list-style-type: none"> Sharing Information Sharing News (optional) Review through Games (optional) 2. Story Rereading: "Kastoy Gayyem" <ul style="list-style-type: none"> Paired Reading When applicable, discuss decoding strategies 3. Vocabulary Development <ul style="list-style-type: none"> Teacher uses story to introduce content-related (Science) sight words Teacher facilitates activity on vocabulary development 4. Concluding the Session <ul style="list-style-type: none"> Teacher lets pupils answer on their Learning Logs 	1. Routine (same as above under Daily activities) <ul style="list-style-type: none"> Sharing Information Sharing News (optional) Review through Games (optional) 2. Rereading <ul style="list-style-type: none"> Pupils read the story again Pupils use decoding strategies for difficult words 3. Vocabulary Work <ul style="list-style-type: none"> Pupils use vocabulary words in sentences Pupils read content-related sight words 4. Concluding the Session <ul style="list-style-type: none"> Pupils answer on their Learning Log
1. Routine (same as above under Daily activities) <ul style="list-style-type: none"> Sharing Information Sharing News (optional) Review through Games (optional) 2. Grammar Work: Review on Sentence and Non-sentences <ul style="list-style-type: none"> Teacher facilitates activities for review on sentence and non-sentence 	1. Routine (same as above under Daily activities) <ul style="list-style-type: none"> Sharing Information Sharing News (optional) Review through Games (optional) 2. Grammar Work: Review on Sentence and Non-sentence <ul style="list-style-type: none"> Pupils identify different types of sentences
PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development	

Day	Domain	Objectives	Subject Matter
4			
5	C	<ul style="list-style-type: none"> Express ideas through poster making, news report, ad, etc. 	<ul style="list-style-type: none"> Composing Activity Sharing of Group Works Assessment

DOMAINS: **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading
BPK – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness
HW – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
3. Grammar Work: Review on Types of Sentences <ul style="list-style-type: none"> Teacher facilitates activities for review on types of sentences 4. Group Work: Steps in Cleaning the Body <ul style="list-style-type: none"> Teacher facilitates group activity on steps for cleaning the body 5. Concluding the Session <ul style="list-style-type: none"> Teacher tells pupils that they can continue their works the next day and that they will display it 	3. Grammar Work: Review on Types of Sentences <ul style="list-style-type: none"> Pupils write different types of sentences with correct punctuation mark Pupils identify the type of sentence 4. Group Work <ul style="list-style-type: none"> Pupils talk and write about steps in cleaning the body 5. Concluding the Session <ul style="list-style-type: none"> Pupils continue the activity the next day
1. Routine (same as above under Daily activities) <ul style="list-style-type: none"> a. Sharing Information b. Sharing News (optional) c. Review through Games (optional) 2. Group Work: Steps in Cleaning the Body <ul style="list-style-type: none"> Teacher gives group 10 minutes to finish group work Teacher facilitates pupils' sharing of outputs and observations about outputs 3. Spelling Check <ul style="list-style-type: none"> Spelling Test for the week 4. Concluding the Session <ul style="list-style-type: none"> Have pupils answer their Learning Log 	1. Routine (same as above under Daily activities) <ul style="list-style-type: none"> a. Sharing Information b. Sharing News (optional) c. Review through Games (optional) 2. Group Work <ul style="list-style-type: none"> Pupils work on their group outputs Pupils display their works Pupils observe the works of others and spots similarities and differences for the same topics 3. Spelling Check <ul style="list-style-type: none"> Pupils answer spelling test 4. Concluding the Session <ul style="list-style-type: none"> Pupils answer Learning Log
PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development	

ALDAW

I



MATERIALS

1. Copy of Read Aloud story: “Ni Juan” (page 196)
2. Copy of the Sharing News Guide
3. Pictures/illustration of vocabulary words
4. Sample of a Poster
5. Story Map

I

ROUTINE

- Teacher lets students sit with their “November Partner” for the week.

News Sharing

- Teacher introduces the theme for the week’s “sharing news” at the beginning of the class. “Talk about famous places.”
- Two or two pupils get a chance to share each day.
- To make the activity fun, the teacher can have a box or fish bowl with all the names of the pupils and he or she or the student who presented gets to pick the name for the next day.

Sharing News Guide for the Week

Maysa kadagiti nalatak a lugar nga ammok ket ti Baguio City.
(One of the famous places I know is Baguio City.)

Magustuak ti mapan iti Baguio no Panagbenga Festival.
(I like going there during their Flower Festival.)

Adu ti makita nga agkakapintas ken nadumaduma ti marisna a sabsabong. (I can see different kinds of beautiful, colorful flowers.)

- Teacher encourages pupils to express themselves confidently in front of their classmates.

2

SHARING OF HOMEWORK

- Teacher asks pupils to share with their November Partner about their cut out pictures of their famous places.

3

READ ALOUD STORY: “NI JUAN” (“JOHN”)

PRE-READING ACTIVITIES

a. Unlocking Some Words Using Pictures

- Teacher can unlock difficult words through gestures, pictures, or context clues.

Picture 1: Teacher shows the picture of a shampoo.



Teacher says: *Kitaenyo daytoy a ladawan. Daytoy ti shampoo. Us-usarentayo a kanayon no agdigostayo. Usarentayo a kas sabon iti buoktayo no ugasantayo daytoy. Daytoy iti mangpatalinaed iti buoktayo a nalinis ken nasileng.*

NOTE TO TEACHER

The Read Aloud Story, “Ni Juan” (“John”), can be found on page 196.

NOTES

(Look at this picture. This is a shampoo. We use this every time we take a bath. We use this as soap for our hair when we wash it. This is to keep our hair clean and shiny.)

- Teacher points to the picture and word “shampoo.”
- Teacher follows the same procedure for each of the pictures, pointing to the picture and its written word. Ask students to talk briefly about the key features of this particular object.

Picture 2: *pagikuko* (nail cutter)

Picture 3: *kartib* (pair of scissors)

Picture 4: *tualia* (towel)

b. Motivation

Teacher says: *Mamin-anokayo nga agdigos iti maysa nga aldaw?*
(How often you take a bath in a day?)



c. Motive Question

Teacher says: *Kabayatanna a basbasak ti istoria, padasenyo nga ammuen no: Ania ti nakapagbabalin ken ni Juan tapno sumayaat a tao?* (As I read the story, try to find out: What made John changed into a better person?)



d. Getting to Know the Story

Teacher says: *Kitaentayo ti paulo ti istoria a basaentayo.*
(Let us look at the title that we will read.)



- Teacher shows the title.

Teacher says: *Asino ti makaibaga iti paulona daytoy nga istoria?*
(Who can tell me the title of the story?)



Usto! Ti paulona daytoy nga istoria ket: “Ni Juan.”
(That’s right, the title of this story is: “John.”)

Manipud iti paulona daytoy nga istoria, ania ngata dagiti mapasamak iti istoria? (From the title of the book, what do you think will happen in this story?)

Nakasaganakayo kadin a dumngeg? (Are you ready to listen?)

DURING READING ACTIVITIES

- Teacher reads the story. He or she pauses at certain points.
- As the teacher reads the story, he or she guides or directs the pupils to follow from paragraph to paragraph:

Teacher directs pupils to read paragraph 1

Teacher says: *Asino ‘diay ubing a lalaki idia y istoria?*
(Who is the little boy in the story?)



NOTES

- Teacher continues to read the story to the class until the part where Juan started shouting. Then teacher pauses for this activity.
- Teacher divides the class into 8 groups. Each group will act out the possible ending of the story. One of the members in the group will be the narrator. He or she gives 5 minutes to practice.)



Teacher says: *Ituloytayo ti panagbasa iti daytoy nga istoria ken kitaentayo no asino a grupo ti nakaala iti busto a pagleppasanna.* (Let's continue to read our story and see who among the group got the ending right.)

- Teacher continues to read the story until the end.

AFTER READING ACTIVITIES

- Teacher goes back to the motive questions asked and let the pupils answer.



Teacher says: *Sakbay nga intay binasa ti istoria, adda dagiti sumagmamano a saludsod nga imbagak nga inkayo ammuken. Ket ita, intay sungbatan.* (Before we have read the story a while ago, I asked few questions for you to find out while listening to the story. So let's find out then.)

a. *Ania iti nakapagpabalaw ken ni Juan tapno sumayaat a tao?* (What made John changed into a better person?)

b. *Ania iti baro a nagan ni Juan?* (What is John's new name?)



Teacher says: *Babaen ti Story Map, intay man kitaen dagiti nangakem iti istoria, ti napasamakanna ken dagiti pasamak iti istoria.* (Using our Story Map, let us identify the characters, setting and the plot or sequence of the story.)

3

GROUP ACTIVITY



Teacher says: *Naamuantayo manipud iti istoria ni Juan a masapul a nalinis ken nasalun-at dagiti parte ti bagitayo. Saan laeng a dayta, pati pay 'diay aglawlawtayo nga intayo pagnanaedan. Isu nga iti sumaruno nga aramidenyo, kaduayo met la dagidiay kagrupoyo, agisuratkayo iti Innem nga Addang Tapno Nadalus ken Nasalun-at ti Bagi iti aldaw.*

(We have learned from the story of John that we have to make our different parts of our body clean and healthy. Not only that but also our environment where we live as well.

So in our next activity, you are going to a poster of with the same group you had in our last activity, Write 6 Steps to Make your Body Clean and Healthy during the day.)

NOTES

**6 nga Addang Tapno Nadalus
ken Nasalun-at ti Bagi iti Maysa nga Aldaw**

1
2
3
4
5
6

Teacher says: *Dua wenno tallo kadakayo ti umay ditoy sango a mangibaga kadagitay insuratyo.* (Two or three of you can come in front to share your steps.)



4 CONCLUDING THE SESSION

- Teacher cheers on the pupils for doing a good job on their acting activity.

I ROUTINE

Teacher lets pupils sit with their “November Partner” for the week.

News Sharing

- Teacher continues with the same sharing.
- Two or three pupils get a chance to share each day.
- To make the activity fun, the teacher can have a box or fish bowl with all the names of the pupils and he or she or the pupil who presented gets to pick the name for the next day.

2 BRING ME GAME

- Teacher reviews pupils about nouns and adjectives by leading the game ‘Bring me’.

Teacher says: *Aramidentayo daytoy nga ay-ayam. No ibagak nga “Tkkandak iti banag nga addaan maris...” ti grupo a makasapul ken makaited kaniak nga umuna, isu ti makaala iti puntos.* (We are going to play this game. When I say “Bring me something that has the color ...” Any group that finds it and gives it to me first, gets the point.)



ALDAW

2



MATERIALS

- Copy of Guided reading Text: “Kaytoy, Gayyem”
- Copy of a poem or song
- Pictures/illustration of vocabulary words

NOTES

NOTE TO TEACHER

The Guided Reading, “Kastoy, Gayyem” (“This is the Right Way”), can be found on page 196.

3

GUIDED READING

- Bring me something that is smooth.
- Bring me something that is long and thin.
- Bring me something that is short and light.
- Bring me something that is heavy.
- Bring me something that has color green.

- Teacher conducts guided reading activity of “Kastoy, Gayyem” (“This is the Right Way”).

a. Mini Lesson

- Teacher reviews pupils about what a poem is and gives different examples.



Teacher says: *Ti danin ket maysa a sinurat a mangipakpakita iti karirikna ti mannurat maipapan kadagiti bambanag iti biag.*

(Poem is a kind of writing that expresses the writer's feelings and emotions about certain things in life.)



Teacher says: *Ita, agbasatayo iti kanta/ danin maipapan kadagiti busto nga aramiden tapno mataripatotayo ti bagbagitayo. Dakayo ken siak ket adda dagiti bambanag a masapultayo nga aramiden iti inaldam. Ngem sakbay a basaentayo ti kanta/ danin, adda iti bambanag a kayatko nga ibaga kadakayo. (Today, we are going to read song/poem about the right ways in taking care of ourselves. You and I have certain things we need to everyday as well. But before we read the song/poem, there are words I want to discuss with you.)*

b. Word Work

- Teacher introduces words used in the story for unlocking.
- Teacher prepares strips of papers with written vocabulary words:



Teacher says: *Itedko kadakayo iti dadduma a balikas.*

No makaalakayo iti balikas kaniak, ipakitam ditoy sango ket bay-am a dagidiay kaklasem ket pogtuanda no ania dayta. (I will assign some of you with some words. If you get a word from me, you are going to act out in front and let your classmates guess what it is.)

- *agdigos* (take a bath)
- *agsagaysay* (comb hair)
- *agsipihyo* (brush teeth)
- *agsukat* (change clothes)

c. Setting the Purpose

- Teacher asks pupils to refer to their copy of the poem.

Teacher says: *Nakasaganakayo kadin nga agbasa? Kitaentayo ti paulona nga umuna. Ngarud, ania iti paulona? Daytoy a danin ket maipapan kadagiti husto nga aramiden tapno masaluadantayo dagiti bagbagitayo.* (Are you ready to read? Let's look at the title first. So what's the title? This poem is about the right ways in taking care of our body.)

Teacher says: *Ubbing, sanguenyo 'tay "November Partner-yo," ket ibagayo no ania iti immuna nga inaramidyo sakbay nga immaykayo ditoy eskuelaan.* (Children, turn to your "November Partner" and share what you have done first thing in the morning before coming to school.)

- Teacher asks for 1-2 volunteer pupils to share their answers.

DURING READING ACTIVITIES

a. Paired Reading

Teacher says: *Ita ta nakitatayon ti paulo ken napanunottayon no maipapan iti ania daytoy a danin, basaenyon daytoy a danin a kaduayo ti kaparehayo.* (Ok, now that we have looked at the title and thought what the poem might be about, you are going to read the poem with your partners/groups.)

Teacher says: *Ubbing, no adda balikas a marigatankayo a mangbasa wenno diyo maawatan, isuratyo laeng dita notbukyo bayat ti panagbasbasayo.* (Class, if there are words you find difficult to read or do not understand, just write them in your notebooks while reading.)

- Teacher goes around to check paired reading.

b. Echo Reading

- Teacher demonstrates proper expression, intonation and punctuation cues. If he or she knows how to sing the lines, he or she can also teach it.

c. Returning to the Text

- Teacher writes these difficult words on the board, uses it in a sentence, and asks the pupils if they can figure out the meaning of the words based on context.

d. Choral Reading

- Teacher leads the whole class to sing the poem/song.

NOTES

NOTE TO TEACHER

The author of the story is unknown

NOTES

AFTER READING ACTIVITIES

Responding to the Text



Teacher says: *Kaduayo dagiti kagrupoyo idi napalabas a lavas, ikkankayo iti maysa a saludsod tapno inkayo pagsasaritaan.*

(Using the same groupings we have this week, I am going to assign each question for your group to answer and discuss.)

Guide

Group 1	<i>Ania dagidiay usto nga addang a masapul nga aramidentayo? Ildawanyo ida. (What are the right ways we need to do? Describe each.)</i>
Group 2	<i>Asino ti nakaiturongan daytoy a daniw/kanta? Apay? (To whom the poem/song was addressed to? Why?)</i>
Group 3	<i>Mangisurat ti tallo a husto a wagas tapno mataripato ti bagitayo. (List 3 more right ways to take care of your body.)</i>
Group 4	<i>Mamin-ano iti maysa nga aldaw a masapul nga agsepilio iti ngipen? Apay? (How many times in a day do you need to brush your teeth? Why?)</i>
Group 5	<i>Ania a makmakan iti panagkunayo ti makadadael iti ngipen? Apay? (What do you think are the foods that destroy your teeth? Why?)</i>
Group 6	<i>Kanayon kadi nga agmaymaysa a mangankayo wenno kaduayo ti pamiliayo wenno gagayyemyo? Ania ti kaykayatyo? Apay? (Do you usually eat alone or with family or friends? Which do you prefer? Why?)</i>
Group 7	<i>Ania ti aramidenyo kadagiti daan, nausaren ngem mabalin pay nga usaren a badbado? (What do you do with your old, used yet still usable clothes?)</i>
Group 8	<i>Apay a kasapulan nga agusarka iti bukodmo a sagaysay? Apay? (Do you use your own comb? Why?)</i>

4

CONCLUDING THE SESSION



Teacher says: *Ubbing, basaentayo manen ti danin/ kanta inton bigat.*
(We are going to read again the poem/song tomorrow.)

- Teacher gives spelling words of the week for review
- Teacher tells pupils to bring old magazines/newspapers for cutting out the next day.
- Teacher cheers on the pupils for doing a good job in their reading activities.

1 ROUTINE

Teacher lets pupils sit with their “November Partner” for the week.

News Sharing

- Teacher continues with the same sharing.
- Two or three pupils get a chance to share each day.
- To make the activity fun, the teacher can have a box or fish bowl with all the names of the pupils and he or she or the student who presented gets to pick the name for the next day.

2 PAIRED RE-READING OF TEXT

- Pupils reread the text again in pairs.
- Teacher checks speed, intonation, expression, and punctuation cues.
- When applicable, teacher discusses decoding strategies.

The following strategies may be used to help students.

- **Looking at the words and “sounding them out.”**
- **Predict:** The reader uses what is known about the story to determine what the text might say or mean. The reader can also use illustrations to anticipate the meaning.
- **Crosscheck:** The reader uses more than one source of information to confirm or discount a prediction in order to construct meaning.
- **Sample or Search:** The reader scans the various sources of information, such as looking at the picture, looking for sight words, or looking for repeating pattern.
- **Read into a word:** The reader continues looking at all the letters and hears all the sounds that make up the word, rather than stopping at the first letter and guessing. This is sometimes called the bulldozing through the word.
- **Skip a word and read on:** The reader skips a word in order to use the rest of the sentence to increase the context. The reader returns to the unknown word and uses the extended context to figure it out.
- Teacher can either model these if they have forgotten or ask some pupils to demonstrate it to help unlock the word/s.

ALDAW

3



MATERIALS

1. Copy of the leveled reader
2. Copy of Sight words on metacards
3. Learning Log

NOTES

3

VOCABULARY WORK

NOTE TO TEACHER

Teacher makes sure to comment about the content/ideas of the pupils being put together to make sentences not just focusing about the mechanics.

- Teacher uses story to introduce content-related sight words

Teacher says: *Usarentayo ti grupoyo ita a lawas, idrowingyo dagiti nadumaduma a paset ti bagi ket iti abayna, ibaga wenno idrowing no kasano a mapagtalinaed a nadalus ken nasalun-at.* (Using our groupings this week, you are going to draw the different parts of your body and beside it, tell or draw how to will make it clean and healthy.)

Guide:

Tapno Nadalus ken Nasalun-at Dagiti Paset ti Bagi

1. Ima

Bugguan dagiti ima sakbay ken kalpasan
ti pannangan
Putdan dagiti kuko

2. Mata

3. Lapayag

4. Agong

5. Rupa

6. Ngipen

7. Rupa

8. Bagi

- Teacher uses Word Wall for the words.

4

CONCLUDING THE SESSION

- Teacher asks pupils to review vocabulary words learned this week for spelling test the next day. He or she asks them to bring old newspapers/magazines for tomorrow's activity.
- Teacher let pupils answer on their Learning Log.

1

ROUTINE

- Teacher lets pupils sit with their “November Partner” for the week.

News Sharing

- Teacher continues with the same sharing.
- Two or three pupils get a chance to share each day.
- To make the activity fun, the teacher can have a box or fish bowl with all the names of the pupils and he or she or the student who presented gets to pick the name for the next day.

ALDAW

4



MATERIALS

Sample pictures/
illustrations for the
group activity

2

GRAMMAR WORK

- Teacher uses the story as springboard for teaching types of sentences. (On the TGs explain the types of sentences and give examples.)
- Teacher reviews on sentence and non-sentence
- Teacher puts emphasis on the different punctuation marks.
- Teacher gives short activities for grammar topics covered: whole class, paired work, individual

3

GROUP WORK

- Teacher divides class in to groups of four. Teacher gives activity that is related to the theme: “My Body: Health and Nutrition”.
- Teacher lets his or her pupils create a book by cutting pictures from magazines or newspapers.

Teacher says: *Ad-adalentayo dagiti bambanag iti bagitayo.*

Kadagiti diario nga intugoyto, mangkartibkayo iti ladawan ti tattao no kasano a taripatuenda dagiti bagbagida tapno agbalinda a nasalu-at.

(We have been learning things about our body.

From the magazines/newspaper you brought, cut out pictures of people how people take care of their bodies to achieve good health and nutrition.)



NOTES

4

CONCLUDING THE SESSION



Teacher says: *Inton bigat, iparangyo dagiti inaramidyo. Inkayo met basaen ti istoria a kayatyo a basaen.* (Tomorrow, you are going to share what you have made. You are going to read also a book that you wanted to read.)

- Teacher appreciates pupils for a job well done today and reminds them on their spelling activity the next day.

ALDAW

5



MATERIALS

1. Sample of verbs written on strips of paper
2. Copy of the activity criteria
3. Spelling Notebooks
4. Learning log

I

ROUTINE

- Teacher lets students sit with their “November Partner” for the week.

News Sharing

- Teacher continues with the same sharing.
- Two or three pupils get a chance to share each day.
- To make the activity fun, the teacher can have a box or a fish bowl with all the names of the pupils and he or she or the student who presented gets to pick the name for the next day.

2

WORD RELAY GAME

- Teacher uses these suggested words for the word relay.



Teacher says: *Igrupokayo iti lima. Adda itedko a papel a nakaisuratan ti maysa a balikas. Ipasam dayta a balikas iti sumaruno kenka nga ipasana met iti sumaruno kenkuana agingga a madanon daytoy ti maudi a miembro ti grupo. No asino ti makaala iti busto a balikas, isu ti makaala iti puntos.* (I will divide the class into five. I will give you a small strip of paper with a word on it. You are going to relay that word to the person next to you he or she will relay also to the person next to him/her until it reached at the end. Whoever identifies the correct word gets the point.)

Word Samples:

1. *agdigos* (take a bath)
2. *agsagaysay* (comb hair)
3. *agsepilio* (brush teeth)
4. *agsukat* (change clothes)

NOTES

3

GROUP WORK

Teacher says: *Ikkankayo iti sangapulo a minuto a mangileppas kadagiti obra ti grupoyo.* (I am giving you 10 minutes to finish your group work. I have made sheet for you to accomplish while looking at your classmates' work. Have all your work display on the wall. Then I will give you this Rating Paper for you to rate other groups' work.)



Group Number: _____

Output Title: _____

Criteria	Rating:
Originality	20 %
Creativity	20%
Related to the theme	10%
Other Comments	

4

ASSESSMENT

Teacher says: *Adda sumagmamano a palagip nga ibagak kadakayo para iti aramidentayo inton umay a lawas.* (I have some few reminders for you to remember for next week's activity.)



- Spelling Test for the week
- Review lessons for the quarter for Exam Week
- Teacher gives a short composing activity that can be done in pairs.
- Have pupils share their work with other classmates.

5

CONCLUDING THE SESSION

- Teacher ends the class session by asking pupils to fill out the Learning Log they started before.
- Teacher cheers pupils for their active participation and wishes them a great weekend.

NOTES

For Week 8, Day 1, Activity 3:**Read Aloud: Ni Juan**

Ni Juan ket adda iti maikadua a grado iti Madagison Elementary School. Isuna ti inaudi nga anak da Ariel ken Janice. Naaliwegweg nga ubing ni Juan ken nalaing nga agay-ayam. Maliplipatanna ti agadal kasta met ti panangtaripatona iti bagina.

Iti maysa a gundaway, bayat ti panagay-ay-ayamna iit igid ti kalsada, adda nangkalbit iti abagana. Permi a siddaawna ta idi timmaliaw iti likudanna, nakitana da shampoo, pagikuko, kartib, sagaysay, tualia ken nadalus a bado. Ad-addan ti siddaawna idi makitana nga agbalbalin a higante dagitoy ken nakamattider. Napalalo ti buteng ni Juan ket dinagdagusna ti timmaray nga immadayo. Kinamat isuna dagiti higante a bambanag ket impanda iti pagdigosan. Kinuskos da sabon ken shampoo ti bagi ken buokna. Naputdan daydiay kimmebkeb ken narugit a buokna, kasta met dagidiay kukona. Nagrungaab iti napigsa ni Juan. Dagus a riniing isuna ni nanangna. Nakariing isuna ket naamirisna a tagainejna laeng ti napasamak. Dagus a bimmangon ket dinalusanna ti kuartona.

Sinuktanna iti nadalus nga ap-ap ti katrena ken sinuktanna iti baro a supot dagiti punganna. Napan a dagus idiay banio ket nagdigos. Nagpapakis ken ni nanangna ken nagpaputed iti kukona.

Dakkel ti nagbaliwan ni Juan. Ni dati a Juan Narugit, Juan Nasadut, maawaganen iti Juan Nagaget. Napalalo ti yaman ni nanangna iti baro a Juan.

For Week 8, Day 2, Activity 3**Guided Reading Text (Song): Kastoy, Gyyem**

*Kastoy, Gyyem, ti agdigos
Ti agdigos 2x*

*Kastoy, Gyyem, ti agdigos
A masapa iti bigat.*

*Kastoy, Gyyem, ti agsagaysay
Ti agsagaysay 2x*

*Kastoy, Gyyem, ti agsagaysay
A masapa iti bigat.*

*Kastoy, Gyyem, ti agsipilio
Ti agsipilio 2x*

*Kastoy, Gyyem, ti agsipilio
A masapa iti bigat.*

*Kastoy, Gyyem, ti agsukat
Ti agsukat 2x*

*Kastoy, Gyyem, ti agsukat
A masapa iti bigat.*

WEEK

9

TEACHER'S GUIDE

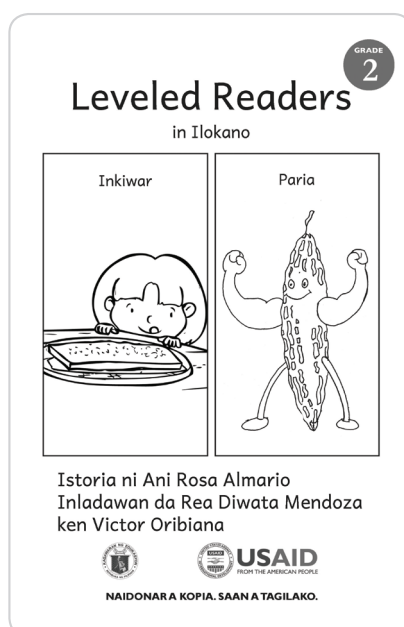
GRADE 2

MOTHER TONGUE

ILOKANO

THEME: TI BAGIK: SALUN-AT KEN NUTRISION
(MY BODY: HEALTH AND NUTRITION)

LEVELED READER: “PARIA” (“BITTER GOURD”)



**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 2
ILOKANO
QUARTER 1, WEEK 9 (50 MINUTES PER DAY)**

Theme: *Salun-at ken Nutrision (My Body: Health and Nutrition)*

Leveled Reader: “*Paria*” (“Bitter Gourd”)

Written by Ani Rosa Almario and Illustrated by Victor Oribiana

Day	Domain	Objectives	Subject Matter
Daily	OL	<ul style="list-style-type: none"> Share news and information with ease and confidence 	<ul style="list-style-type: none"> Talk about keeping one's body healthy Sharing news
	OL	<ul style="list-style-type: none"> Tell/retell familiar stories and short conversations by using appropriate gestures and expressions 	<ul style="list-style-type: none"> Guided Reading of Leveled Reader: “<i>Paria</i>”
	F	<ul style="list-style-type: none"> Read aloud grade level text with an accuracy of 95-100% Read grade level text with appropriate speed, intonation, expression, and punctuation cues 	<ul style="list-style-type: none"> Talking and conversing in appropriate manner
I	ATR	<ul style="list-style-type: none"> Show love for reading by listening attentively during story reading and making comments/reactions 	
DOMAINS: AK – Alphabet Knowledge ATR – Attitude Towards Reading BPK – Book Print Knowledge C – Composition F – Fluency G – Grammar Awareness HW – Handwriting LC – Listening Comprehension OL – Oral Language			

Teacher's Activities	Learner's Activities
I. Routine a. Sharing Information <ul style="list-style-type: none"> Teacher introduces the theme for the week and ask the rest of the pupils who have not shared individually to share in class. Theme for Week 9: Things you do everyday to keep yourselves healthy. b. Game: Different Voices, Different <ul style="list-style-type: none"> Occasions Teacher facilitates sharing of news through a role playing activity 	<ul style="list-style-type: none"> Selected pupils share information about a famous place Pupils share news in various manners
I. Routine a. Sharing Information (same as indicated above) b. Game: Different Voices, Different Occasions (same as indicated above) 2. Guided Reading of Text <ul style="list-style-type: none"> Teacher conducts guided reading activity of "Paria" <i>Pre-Reading Activities</i> <ul style="list-style-type: none"> Teacher introduces 2-3 vocabulary words for unlocking Teacher asks 1-2 questions relating experiences to the story c. Setting the Purpose <ul style="list-style-type: none"> Teacher gives a sentence or two to describe setting of the story Teacher then gives the title, author, and illustrator of the story 	I. Routine a. Sharing Information (same as indicated above) b. Sharing News (same as indicated above) 2. Guided Reading of Text Pupils participate actively in <i>pre-reading</i> , <i>during reading</i> , and <i>after reading activities</i> <ul style="list-style-type: none"> Pupils give details of the story Pupils talk about illustrations Pupils answer questions about and related to the story 3. Concluding the Session <ul style="list-style-type: none"> Pupils copy spelling words for the week
PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development	

Day	Domain	Objectives	Subject Matter
I			
2	F	<ul style="list-style-type: none">• Read grade level text with an accuracy of 95-100%• Read grade level text with appropriate speed intonation, expression, and punctuation cues	<ul style="list-style-type: none">• Guided Reading of Leveled Reader: “Paria”• Abbreviations
	V	<ul style="list-style-type: none">• Use words unlocked during story reading in meaningful contexts• Recognize common abbreviations relevant to MT	

DOMAINS: **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading

BPK – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness

HW – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
<p>d. Teacher sets motive question</p> <p><i>During Reading Activities</i></p> <p>a. Paired Reading</p> <ul style="list-style-type: none"> Teacher facilitates paired reading <p>b. Echo Reading</p> <ul style="list-style-type: none"> Teacher facilitates echo reading <p>c. Choral Reading</p> <ul style="list-style-type: none"> Teacher facilitates whole class reading <p><i>After Reading Activities</i></p> <ul style="list-style-type: none"> Teacher gives after reading questions focusing on character, setting, and sequence events <p>3. Concluding the Session</p> <ul style="list-style-type: none"> Teacher gives spelling words for the week Teacher tells pupils that tomorrow they will read the story again 	
<p>1. Routine</p> <p>a. Sharing Information (same as indicated above)</p> <p>b. Game: Different Voices, Different Occasions (same as indicated above)</p> <p>2. Rereading of Text</p> <ul style="list-style-type: none"> Teacher asks pupils to reread the text in pairs. Pupil A reads to pupil B. <p>3. Vocabulary Development</p> <ul style="list-style-type: none"> Teacher introduces related words Teacher uses story as springboard to introduce common and useful abbreviations in MT Teacher gives activities on abbreviations <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Teacher tells pupils that tomorrow they are going to read the story again 	<p>1. Routine</p> <p>a. Sharing Information (same as indicated above)</p> <p>b. Sharing news (same as indicated above)</p> <p>2. Rereading of Text</p> <ul style="list-style-type: none"> Pupils reread the story to their partners <p>3. Vocabulary Development</p> <ul style="list-style-type: none"> Pupils read new vocabulary words and explain what they mean through context/definition Pupils give the abbreviations for common and useful words in MT <p>4. Concluding the Session</p> <ul style="list-style-type: none"> Pupils prepare for the story reading the next day
<p>PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development</p>	

Day	Domain	Objectives	Subject Matter
3	F	<ul style="list-style-type: none"> Read grade level text with an accuracy of 95-100% Read grade level text with appropriate speed intonation, expression, and punctuation cues 	<ul style="list-style-type: none"> Guided Reading of Leveled Reader: "Paria" Types of Sentence Sentence Construction and Writing Summarizing the Story
	G	<ul style="list-style-type: none"> Identify and use a variety of sentences Construct sentences observing appropriate punctuation marks 	
	RC	<ul style="list-style-type: none"> Give a summary of the story 	
	C	<ul style="list-style-type: none"> Write a summary of the story 	

DOMAINS: **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading
BPK – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness
HW – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
1. Routine a. Sharing Information (same as indicated above) b. Sharing Game: Different Voices, Different Occasions (same as indicated above) 2. Rereading of the story <ul style="list-style-type: none"> Teacher lets pupils reread the story. Pupils B read to Pupils A As they read the story, teacher asks pupils to take note of different punctuation marks 3. Types of sentences and punctuation marks <ul style="list-style-type: none"> Teacher reviews different types of sentences Teacher gives sentence prompts to make a summary of the story 4. Retelling the Story <ul style="list-style-type: none"> Pupils work in pairs to write a summary of the story 5. Concluding the Session <ul style="list-style-type: none"> Teacher lets pupils fill in their "Learning Logs" Teacher tells pupils that tomorrow they will have a chance to share the work they did in pairs 	1. Routine a. Sharing Information (same as indicated above) b. Sharing news (same as indicated above) 2. Rereading of the story <ul style="list-style-type: none"> Pupils read to their partners Pupils identify different punctuation marks in the sentence 3. Sentences <ul style="list-style-type: none"> Pupils identify different types of sentences from the story Pupils complete a summary of the story 4. Retelling the Story <ul style="list-style-type: none"> Pupils work in pairs to write a summary of the story 5. Concluding the Session <ul style="list-style-type: none"> Pupils fill in their Learning Logs Pupils prepare for their sharing the next day
PA – Phonological Awareness PWR – Phonics and Word Recognition RC – Reading Comprehension S – Spelling SS – Study Skills V – Vocabulary Development	

Day	Domain	Objectives	Subject Matter
4	F	<ul style="list-style-type: none"> Read grade level text with an accuracy of 95-100% Read grade level text with appropriate speed intonation, expression, and punctuation cues 	<ul style="list-style-type: none"> Guided Reading of Leveled Reader: "Paria" Changing the ending of the story
	RC	<ul style="list-style-type: none"> Give a possible/alternative ending to the story 	
	C	<ul style="list-style-type: none"> Writing a possible ending to the story 	
5	SS	<ul style="list-style-type: none"> Follow 3-5 written directions 	<ul style="list-style-type: none"> Guided Reading of Leveled Reader: "Paria" Changing the ending of the story Following directions
	S	<ul style="list-style-type: none"> Correctly spell grade level words 	

DOMAINS: **AK** – Alphabet Knowledge **ATR** – Attitude Towards Reading
BPK – Book Print Knowledge **C** – Composition **F** – Fluency **G** – Grammar Awareness
HW – Handwriting **LC** – Listening Comprehension **OL** – Oral Language

Teacher's Activities	Learner's Activities
<p>1. Routine</p> <p>a. Sharing Information (same as indicated above)</p> <p>b. Sharing News (same as indicated above)</p> <p>2. Rereading the story</p> <ul style="list-style-type: none"> Teacher asks pupils to reread the story. He or she can assign groups to read different pages. <p>3. Sharing of Summary and Story Discussion</p> <ul style="list-style-type: none"> Teacher facilitates pupils' sharing of summaries in groups Teacher facilitates discussion about the story <p>4. Composing Activity: Changing the Ending</p> <ul style="list-style-type: none"> Teacher supports pupils as they think and create a new ending to the story <p>5. Concluding the Session</p> <ul style="list-style-type: none"> Teacher tells pupils that tomorrow they will have time to continue their work 	<p>1. Routine</p> <p>a. Sharing Information (same as indicated above)</p> <p>b. Sharing News (same as indicated above)</p> <p>2. Rereading of the story</p> <ul style="list-style-type: none"> Pupils reread the story <p>3. Sharing of Summary</p> <ul style="list-style-type: none"> Pupils share their summary with other pairs <p>4. Composing Activity</p> <ul style="list-style-type: none"> Pupils write and draw a new ending to the story <p>5. Concluding the Session</p> <ul style="list-style-type: none"> Pupils are given time to continue and finalize their work
<p>1. Routine</p> <p>a. Sharing Information (same as indicated above)</p> <p>b. Sharing news (same as indicated above)</p> <p>2. Composing Activity</p> <ul style="list-style-type: none"> Teacher facilitates pupils' sharing of works. <p>3. Spelling</p> <ul style="list-style-type: none"> Teacher gives pupils spelling drill <p>4. Independent Reading</p> <ul style="list-style-type: none"> Teacher gives instructions for silent reading on the board or manila paper Teacher ensures that all students read and follow the instructions <p>5. Concluding the Session</p> <ul style="list-style-type: none"> Have pupils fill out their "Learning Logs" Teacher wishes the pupils a good weekend 	<p>1. Routine</p> <p>a. Sharing Information (same as indicated above)</p> <p>b. Sharing news (same as indicated above)</p> <p>2. Composing Activity</p> <ul style="list-style-type: none"> Pupils continue working in pairs the previous day's composing activity Pupils share with other pairs their work. Volunteer pupils share their works to the class. <p>3. Spelling</p> <ul style="list-style-type: none"> Pupils answer Spelling check activities <p>4. Independent Reading</p> <ul style="list-style-type: none"> Pupils choose a book to read Pupils read and follow instructions on the board <p>5. Concluding the Session</p> <ul style="list-style-type: none"> Pupils fill in their "Learning Logs"

PA – Phonological Awareness **PWR** – Phonics and Word Recognition
RC – Reading Comprehension **S** – Spelling **SS** – Study Skills **V** – Vocabulary Development

ALDAW

I



MATERIALS

1. Copy of Leveled Reader: “Paria”
2. Guide for News sharing
3. Realia/picture/ illustration of stuffed animal
4. Story Map

I

ROUTINE

- Teacher asks pupils to sit with a new partner for the week.

a. Sharing Information

- Teacher introduces the theme for the week’s “news sharing”:
Talk about things you do every day to keep yourselves healthy.



Teacher says: *Ubbing no mabunot ti naganyo ditoy mallukong wenno karton, ibagayo no kasano ti panangtaripatoyo iti bagiyo.* (Children, this week if your name is picked from our bowl/box, you will talk about how you keep your body healthy.)

- Teacher writes on the board or manila paper the structure for sharing and instructs pupils to follow the structure

Guide for Sharing this Week

Naimbag a bigat/malem, kaklase...
(Good morning/afternoon, classmates.)

Siak ni _____ (My name is _____)
Adda ibagak maipanggep iti panangtaripato iti bagiyo.
(I have something to share about taking care of our body.)

*Inaldaw nga agdigosak ken manganak iti nasusustansia
a makmakan kas iti nateng, prutas, ken dadduma pay.
Kasapulan met nga agehersisiotayo.*
(Every day, I _____ (thing done to keep one’s body healthy.)

Agyamanak, klasmeyt. (Thank you, classmates.)

b. Game: Different Voices, Different Occasions

- Each pupil picks one card from each of the 2 containers (box or bowl).
- On one container, each card will have a location (ex: playground, classroom, library, jeepney, church, market, canteen). On the other container, each card will have a person (ex: friend, teacher, parent, older person, doctor, sibling, priest).
- Place a stuffed animal in front of the class and then ask for a volunteer student.
- Ask the pupil to talk to the stuffed animal or picture of stuffed animal as if it were the person in the card he or she picked in an appropriate tone of voice for the location he or she picked.

NOTES

- The pupil will share some news. Encourage the pupil to have gestures and expressions. After the pupil speaks, the rest of class will guess where the conversation took place and who the stuffed animal represents.
- Teacher may need to model this first. For the first day, call on only 1 or 2 pupils to do the activity.

**Tarabay iti Panangibinglay
(Guide for Sharing)**

Naimbag a bigat/malemyo, Sir/Ma'am.
(Good morning/afternoon, Sir/Ma'am.)

Siak ni _____. (My name is ...)

Adda ibinglayko kadakayo.
(I have something to share with you.)

Idi kalman/Itay bigat, _____.
(Yesterday, Last night/This morning, _____.)

Teacher explains: *Nasisita unay iti biagtayo no kasanu a maamuan ti panangiruam ti uni tayo iti maysa a lugar – no addaka iti pagayayaman, uneg ti pagadalan, wennu iti pannakisaritam iti gayyemmo iti uneg ti lugan.*

(It is an important skill for us to know how to adapt our voice to particular situations and places – whether on the playground, classroom or talking to a friend in a jeepney. Tomorrow, we will play this game again.)



2

**GUIDED READING OF LEVELED READER –
“PARIA”**

- Teacher conducts Guided Reading Activity with pupils.

PRE-READING ACTIVITIES

a. Word Work

- Teacher writes on the board the words *pinakbet*, *kuribetbet*, *uyek*. He or she asks pupils to give sentences using these words and checks if they understand them.
- These are only suggested words. Teacher may modify these as needed.
- Teacher asks pupils to look at page 3 of the Leveled Reader.

Teacher says: *Kitaenyo daytoy ladawan ti paria. Kitaenyo daytoy kudilna. Ania ti maibagayo iti itsurana?* (Look at the picture of the bitter melon. Look at its skin. What can you say about how it looks?)

pinakbet (mixed vegetables)



NOTES



Teacher says: *Naramananyo kadin ti pinakbet? Asino kadakayo ti nakaramanen iti pinakbet?* (Have you tasted pinakbet? Who among you have tasted pinakbet?)

- Teacher shows picture of pinakbet and explains that *pinakbet* is a type of cooking different vegetables steamed with fish or shrimp paste. It is a dish from the northern parts of the Philippines.

b. Activating Prior Knowledge



Teacher asks: *Napadasanyo kadin ti nagsida iti paria? Ania iti ramanna? Asino kadakayo ti mangayat iti paria?* (Have you tried eating bitter gourd? What is its taste? Who among you likes it?)

c. Setting the Purpose



Teacher says: *Ti istoriatayo ket maipanggep iti ubing a lalaki ken iti paria.* (Our story is about the little boy and the bitter gourd.) *Kitaentayo ti sango ti libro. Asino ti makabasa iti paulo ti libro?* (Let's look at the cover of the book. Who can read the title of the book?)

Husto, iti paulo na daytoy a libro ket 'Paria'.
(Right, the title of the book is "Paria.")

Sinurat ni Ani Rosa Almario.
(It is written by Ani Rosa Almario. She is the author.)

Inladawan ni Victor Orbiana.
(Illustrated by Victor Orbiana. He is the illustrator.)

d. Motive Question



Teacher says: *Agsida ngata 'diay ubing iti paria? Kitaentayo ditoy istoria.* (Will the child eat bitter gourd? Let's find out in the story.) *Nakasaganakayo kadin nga agbasa?* (Are you ready to read?)

DURING READING ACTIVITIES

a. Paired Reading

- Teacher distributes copies of books and asks pupils to read the story in pairs.

b. Echo Reading

- Teacher informs the class that they will do echo reading. He or she explains procedure. *Ita, ta nabasayon dayta istoria kadagita kakaduayo, basaentayo manen. Siak pay ti umuna a mangbasa iti kada linia ket sumarunokayo a mangbasa no agsardengak iti apagbiit.* (Now that you have read the story in pairs, we will read the story again. I will read it first page by page and you will follow when I pause after each page.)
- Teacher reads the story. In reading, teacher emphasizes expression and intonation, following punctuation cues.

c. Choral Reading

- Teacher asks pupils to read the book together as a class.

Teacher says: *Ita, basaenyo manen ti istoria. Dakayo amin.*

(Now, you are going to read the story together as a class.)



NOTES

AFTER READING

- Teacher asks for characters of the story. He or she can ask volunteer pupils to give answer and write them on the metacards. Then they stick them on the “Story Map” on the wall introduced during Week 1.
- Teacher discusses the story. Here are some suggested questions:
 - Nagsida kadi ‘diay ubing iti paria?* (Did the boy eat bitter gourd? Did he like it at first?) (motive question)
 - Asino ti agsarsarita ditoy istoriatayo?* (Who is speaking in the story?)
 - Sadino ti nakapasamakan daytoy istoriatayo?* (Where did the story happen?)
- Teacher has the answers on metacards and let pupils to stick it on the “Story Map” (introduced since Week 1) under setting.
 - Apay a kamaudiananna ket nangan met laeng iti paria ‘diay ubing?* (Why did the boy finally eat bitter gourd?)
 - Idiay mandi a paset ti istoria, adda imbaga ‘diay ubing. Basaentayo daytoy mandi a paset. Ania ti kayatna a sawen?* (In the last part of the story, the boy said something. Let’s read the last part. What is the meaning of this sentence?)

3

CONCLUDING THE SESSION

- Teacher gives 4-5 spelling words for pupils to copy. Suggested words: *paria, uyek, pinakbet, kuribetbet*
- Teacher tells pupils that tomorrow they will read the story again.

ALDAW

2

**MATERIALS**

1. Copy of Leveled Reader: “Paria”
2. Sample of Abbreviations on Manila Paper
3. MTB-MLE Ilokano Learner’s Manual

1

ROUTINE**a. Sharing Information**

- Teacher continues with sharing using the theme for the week: Talk about things you do every day to keep yourselves healthy.

b. Sharing News-Game: (Different Voices, Different Occasions)

- Teacher conducts the game again. 3-5 volunteer pupils can do that action while the rest of the pupils will guess.

2

REREADING OF STORY

- Teacher lets pupils reread the story in pairs. Assign Pupil A and Pupil B. Pupil A reads the story to Pupil B.
- Let pupils write the difficult words on their notebooks. Review the pupils on the strategies for decoding discussed during Week 3.
- Teacher discusses difficult words that pupils identified, if any.

3

VOCABULARY WORK

- Teacher reviews words discussed in Day 1 by showing them metacards and have volunteer pupils use them in sentences.

Introduction of Abbreviations

Teacher asks: *Segun iti istoriatayo, apay a nasayaat ti mangan iti natnateng?* (From our story why is it important to eat vegetables?)

No saanka a nasalun-at, ania ti mabalin a mapasamak?
(If we are not healthy, what is most likely to happen?)

No agsakitka, sadino ti papanam wenno asino ti pagpakitaam?
(If we get sick, where do we go to or who do we see?)

- Teacher focuses on the possible answer “Doctor”. He or she asks pupils what a doctor does and if they saw one. He or she shows a photo of doctor with his/her name like, Dr. Anna Mendoza.



Teacher says: *Asino ti makaibaga iti nagan ti Doktor? Ania ti makitayo iti umuna a parte ti naganna?* (Who can point the name of the doctor? What do you see in the first part of the name?)

You will see the letters D and r and a dot. Dr. is an abbreviated form or abbreviation of the word doctor.)

- Teacher gives more examples of abbreviations. He or she gives the following: Engr., Mr., Bb., Gng.

- Teacher explains that abbreviations are used for titles of people. Certain professions like doctors and engineers are addressed with their titles. A man is generally addressed with Mr., while a woman with Gng. (Mrs.) (for married) and Bb. (Ms.) (for single).
- Teacher also introduces other forms of abbreviations for months of year and days of the week.
- Teacher explains that abbreviations are shortened forms for words that are commonly used.

Activity:

- Teacher gives activity from Ilokano Learner's Manual. Refer to page 10 of the Learner's Manual.

4

CONCLUDING THE SESSION

- Teacher tells pupils that tomorrow they are going to read the story again. This time Pupils B will read to Pupils A.

I

ROUTINE

Teacher continues with sharing using the theme for the week:
Talk about things you do every day to keep yourselves healthy.

Sharing News - Game: (Different Voices, Different Occasions)

Teacher conducts the game again. This time he or she divides the class into 5 groups so they can play the game in groups. It will follow the same procedure except that 5 groups will be doing it simultaneously. Teacher will need to prepare more sets of boxes with locations and people. The game is played for four rounds.

2

REREADING OF STORY

- Teacher lets pupils reread the story in pairs. Pupil B reads the story to Pupil A.
- As they read the story, teacher asks pupils to take note of different punctuation marks.

NOTES

ALDAW

3



MATERIALS

1. Copy of Leveled Reader: "Paria"
2. Words on metacards
3. MTB-MLE Ilokano Learner's Manual
4. Sample Guide of Summary
5. Learning Log

NOTES

3

**KINDS OF SENTENCES
AND PUNCTUATION MARKS**

- Teacher asks pupils what kinds of sentences are used in the story. He or she reviews kinds of sentences.

Activity for Review

- Teacher prepares 5-6 sentences that summarize the story. If possible, the sentences will reflect different types with punctuation marks. Each word that forms one sentence and the appropriate punctuation mark are written on metacards and presented as jumbled words.

See example below.

ngem paria napait ! ti nasustansia

- He or she then asks pupils to arrange the words so they can form a sentence that makes sense.
- After the teacher has done this for all sentences, he or she asks the pupils to discuss in pairs based on the story, how to sequence the events. Which sentence comes first, second, and so on?

4

RETELLING THE STORY AND SEQUENCING

- Teacher then asks 1-2 pairs to share their answers with the whole class to confirm if they are correct or not.
- Teacher explains that what he or she did was to summarize the story. He or she used her own words to retell the events in the story.
- She then asks pupils to come up with their own summaries in pairs. He or she asks them to write their answers in their notebooks. He or she uses a sentence prompt and guide. Below is a sample guide. The sentence prompts must be similar to the sentences that the teacher used in the discussion above so they scaffold the activity.

NOTE TO TEACHERS

Teacher can refer to Ilokano Learner's Manual for review on sentences.

NOTES

Summary of the Story: Bitter Gourd

Iti umuna, _____. (First, _____.)

Ti paria ket kuribetbet ken napait!
(Bitter gourd is rough and bitter.)

Ngem kuna ni nanangko _____.
(But according to my mother, _____.)

Iti kamaudiananna _____.
(In the end, _____.)

Daydiay ubing, kaykayatna pay no _____.
(The child wants _____.)

5

CONCLUDING THE SESSION

- Teacher lets pupils answer their “Learning Logs”.
- Teacher informs pupils that tomorrow they will show their works to other classmates.

I

ROUTINE

- Teacher continues with sharing using the theme for the week:
Talk about things you do every day to keep yourselves healthy.

Sharing News-Game: (Different Voices, Different Occasions)

- Teacher conducts the game again. This time he or she divides the class into 5 groups so they can play the game in groups. It will follow the same procedure except that 5 groups will be doing it simultaneously.
- Teacher will need to prepare more sets of boxes with locations and people. The game is played for four rounds.

2

RE-READING THE STORY

- Teacher asks pupils to reread the story. He or she can assign pages per row/column (based on seating arrangement) to read aloud parts of the story.

ALDAW

4



MATERIALS

1. Copy of Leveled Reader: “Paria”
2. Strips of manila paper or cartolina

NOTES

3

SHARING OF SUMMARIES

- Teacher asks pupils to share their summaries in groups of 6 (3 pairs per group).
- Teacher asks follow-up questions for discussion. He or she can assign similar questions to 2-3 groups for groups to talk about. Here are some suggested questions:
 - a. *No sika 'diay ubing a lalaki, manganka kadi iti paria? Apay keen apay a saan?* (If you were the boy, will you eat bitter gourd? Why or why not?)
 - b. *No saan a mangmangan iti natnateng 'diay ubing a lalaki, ania iti panagkunayo ti mapasamak?* (If the boy does not eat vegetables, what do you think will happen?)
 - c. *No sika 'diay ubing a lalaki, ania a klase ti luto a kayatmo iti paria?* (If you are the boy, what kind of cooking would you like for the bitter gourd?)
 - d. *No masukatam ti paggibusan daytoy istoria, kasano a gibusam?* (If you can change the ending of the story, how will you end it?)
- Teacher clarifies that vegetables will help them become healthy and not get sick easily. However, they don't necessarily get sick from not eating vegetables. Getting sick comes from bacteria/germs and eating vegetables is like a shield or defense for them.
- Teacher gives the pupils 5 minutes to discuss and asks one reporter from each group to share. Teacher writes the answers on the board for letter (d) question.

4

CHANGING THE ENDING OF THE STORY

- Teacher tells pupils that for the next activity, they will try to change the ending of the story. He or she can divide the group into four (can be by seating arrangement/in row or columns). Each group writes and draws an ending. Teacher can provide 1/8 size of manila paper or cartolina to each group.
- **Group 1:** *Maysa a grupo, sukatanda ti klase ti luto a kayat 'diay ubing a pakailaokan ti paria.* (One group will change the type of food that the boy wants to eat with the bitter gourd.)
- **Group 2:** *Ti maysa met a grupo, sukatanda ti paggibusan ti istoria ket ikabilda a maminsan laeng a mangan ti ubing iti paria ket saannanton nga uliten.* (Another group will change the ending by thinking what would happen if the boy tried eating bitter gourd only once and never again.)

- **Group 3:** *Maysa a grupo ti mangitultuloy met iti istoria. Ania ngata ti makuna ti nanang ti ubing no makitana a mangmangan iti pinakbet daytoy ubing?* (Another group will extend the story using the same storyline. How will mother react after seeing the boy always eating pinakbet?)
- **Group 4:** *Maysa pay a grupo ti mangituloy met iti istoria ket iparangda ti makuna ti nanang ti ubing no maminsan laeng nga agsida iti pinakbet ti ubing, ket saannanton nga uliten.* (Another group will extend the story by thinking how the mother will react when the boy only eats pinakbet once and never again.)

NOTES

5

CONCLUDING THE SESSION

- Teacher informs pupils that tomorrow they will have 5 minutes to continue their work tomorrow and then share it to the class.

I

ROUTINE

- Teacher continues with sharing using the theme for the week:
Talk about things you do every day to keep yourselves healthy.

Sharing News-Game (Different Voices, Different Occasions)

- Teacher conducts the game again. This time he or she divides the class into 5 groups so they can play the game in groups. It will follow the same procedure except that 5 groups will be doing it simultaneously. Teacher will need to prepare more sets of boxes with locations and people. The game is played for four rounds.

2

SHARING OF GROUP WORK

- Teacher gives pupils 5 minutes to continue working on their group outputs and for the reporter to practice.
- Teachers asks reporter per group to share to the class their works. Teacher can ask questions about it and encourage other students to ask questions.

3

SPELLING CHECK

- Teacher gives spelling drill of words given on Day 1.

ALDAW

5



MATERIALS

1. Written Activity
Instructions on manila paper
2. Learning Logs

NOTES

4

SILENT READING AND FOLLOWING WRITTEN INSTRUCTIONS

- Teacher brings books to the classroom for pupils to choose for their silent reading.
- Teacher then shows the instructions for the next 15 minutes. He or she asks pupils to read the instructions carefully first before starting doing anything. Once they have read the instructions, teacher signals the class to start looking for books to read.

Sample instruction box is found below:

Follow these instructions for our reading time

1. *Agpili iti libro a basaen. No agpadakayo iti kaeskuelaam ti libro a kayat a basaen, agtulagkayo. Sika ti mangbasa ita a lawas, isunanto met ti mangbasa inton sumaruno a lawas.*
(Choose a book to read. If you and another classmate want the same book, make a compromise. Someone can read the book this week and the other, next week. Do not fight or quarrel)
2. *Kalpasanyo a basaen, alaenyo ti papel nga adda iti lamisaanko ket isurat iti ngato a paset ti nagan ken seksion.*
(After reading, get a paper from my table. On top, write your name and section.)
3. *Iti baba, isurat met ti paulo ken nagan ti autor.*
(At the bottom, write the title and the author's name.)
4. *Iti tengnga, idrowing no ania ti kaipapanan ti istoria. Palpasen met ti patang. "Ti istoria ket maipanggep iti _____." Isurat daytoy a patang iti baba ti drowingyo. (In the middle, draw what the story is about. You will also finish the sentence: "The story is about _____." Write this sentence under the drawing.)*
5. *Ipasayo ti papel met laeng iti lamisaanko. (Pass the paper in my table. Do all these steps without too much noise.)*

- Teacher asks pupils if they have any questions. Unless there are clarifications needed, teacher lets pupils accomplish their task.

5

CONCLUDING THE SESSION

- Teacher lets pupils fill in their "Learning Logs."
- Teacher wishes the pupils a good weekend.